

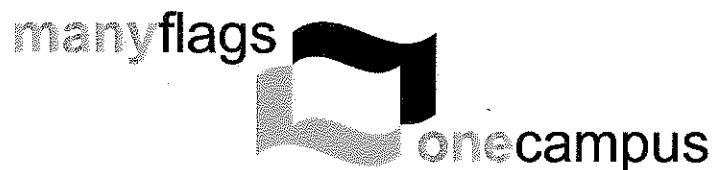
Originals

Major Capital School Construction Program

**Application for
Consolidated and Integrated
Secondary and Post-Secondary Education Facility**

**submitted to
Maine Department of Education
Scott Brown, Director of School Facilities Services**

**prepared by the
Many Flags/One Campus Steering Committee**



December 1, 2008

RECEIVED

NOV 26 2008

November 26, 2008

Scott Brown, Director of School Facilities
Maine Department of Education
23 State House Station
Augusta, Maine 04333-1123

RECEIVED

NOV 26 2008

Dear Director Brown:

Enclosed please find one original and two copies of the Major Capital School Construction Program Application for Consolidated and Integrated Secondary and Post-Secondary Education Facility.

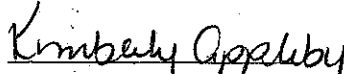
We are please to submit this application on behalf of the MSAD 5, MSAD 50 and Region 8 School Boards, and the entire Many Flags/One Campus Steering Committee. The combined reach of our three school districts, and as such, the Many Flags/One Campus model, extends into three counties (Knox, Waldo and Lincoln), nineteen municipalities, three Island communities, and eight high schools. In addition to our signatures below, this application contains signed documentation from the Higher Education and Industry partners who are committed to the success of the Many Flags/One Campus model, including:

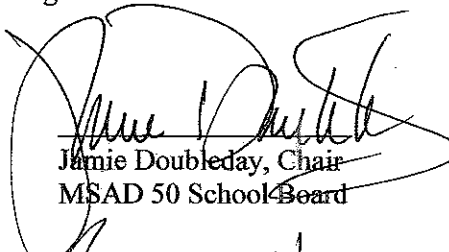
Richard Pattenau, Chancellor, University of Maine System
John Fitzsimmons, President, Maine Community College System
Robert Kennedy, President, University of Maine
Allyson Hughes Handley, President, University of Maine Augusta
Barbara Woodlee, President, Kennebec Valley Community College
Susan Swanton, Executive Director of the Maine Marine Trades Association
John Kachmar, President, Maine Marine Trades Association
Minda McVetty, Director, Marine Systems Training Center
Ben Cashen, President, Marine Systems Training Center


As you know, we have been working on this innovative educational concept for over five years. Thousands of hours of staff time, research, and community outreach and input have all lead to the development of this application. We hope that the application provides you with all of the information you need, but as always, we stand ready to answer any additional questions you may have.

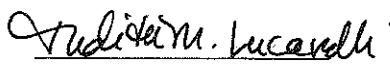
Thank you for the opportunity to submit this application on behalf of our School Districts, our region and the entire Many Flags/One Campus Steering Committee.

Sincerely,

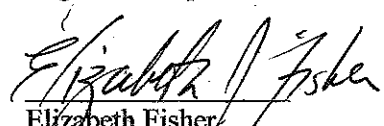

Kimberly Appleby, Chair
MSAD 5 School Board


Jamie Doubleday, Chair
MSAD 50 School Board


Edmund Hartt, Chair
Region 8 Cooperative Board


Dr. Judith M. Lucarelli,
Superintendent MSAD5


Judith A. Harvey,
Superintendent MSAD 50


Elizabeth Fisher,
Director Region 8
Mid Coast School of Tech.

cc. Susan Gendron, Commissioner

www.manyflags.org

(207) 594-3002

Alan Hinsey, Project Coordinator

ahinsey@emdc.org

Please consider joining
our volunteer group called

"Friends of Many Flags"

- Increase public awareness of project
- Plan fun community events/gatherings
- Host speakers & forums on Excellence in Education

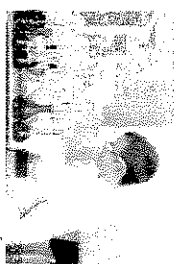
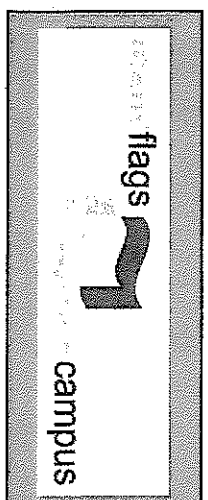
Contact our FOMF Co-Chairs
for more info:

Aimee Sanfilippo - Thomaston

Ann Matlack - St. George

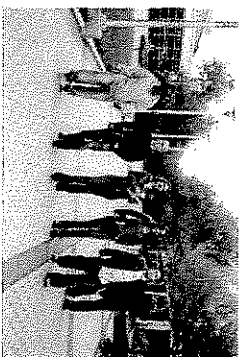
Lisa Berger - Rockland

594-3002 or info@manyflags.org



An
Innovative
Model for
the 21st
Century

For
our children
our adult
learners
our economy



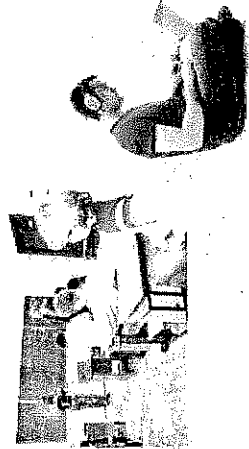
- For Our Future -

flags campus

What is "Many Flags?"

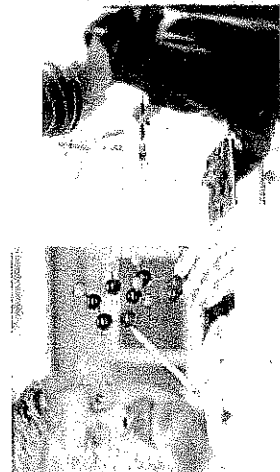
Many Flags/One Campus is a unique & innovative educational model planned for the Midcoast that will co-locate on one campus:

- a Consolidated Regional High School;
- a Vocational/ Technical School;
- a Higher Education Center made up of the Community College System & the Univ. of Maine System, and
- a Marine Systems Center of Excellence.



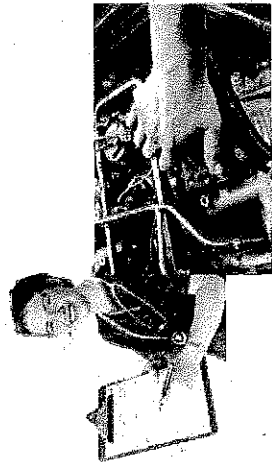
Who will offer classes ?

- Kennebec Valley Comm. College
- Univ. College at Thomaston (Univ. Maine System)
- Univ. of Maine – Hutchinson Center
- Marine Systems Center of Excellence (Me Comm. College Sys; the Landings School, and other Marine Trades education providers);
- A Regional High School (made up of GVHS & RDHS)
- The Mid Coast School of Technology – Region 8



How will it work?

- All on one campus
- Each School will award their own degrees & diplomas
- Shared resources & facilities - But clear separations on campus
- Early College/Dual Enrollment for HS
- HS Integrated with Voc Tech School
- Marine Center provides courses for HS & College students & workers in the industry
- "Senior College" available
- Adult Education available



November 26, 2008

Scott Brown, Director of School Facilities
Maine Department of Education
23 State House Station
Augusta, Maine 04333-1123

Dear Director Brown:

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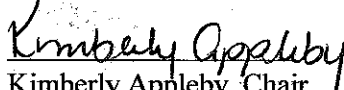
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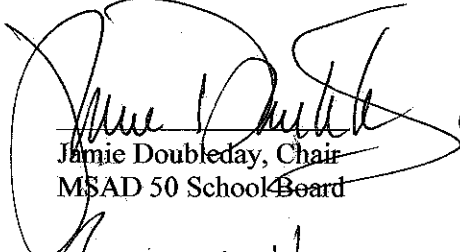
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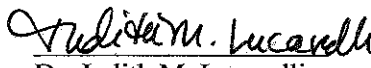
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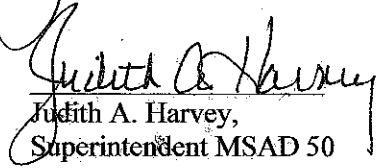
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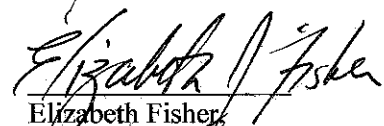

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MSAD 5 School Board


Jamie Doubleday, Chair
MSAD 50 School Board


Edmund Hartt, Chair
Region 8 Cooperative Board


Dr. Judith M. Lucarelli,
Superintendent MSAD5


Judith A. Harvey,
Superintendent MSAD 50


Elizabeth Fisher,
Director Region 8
Mid Coast School of Tech.

cc. Susan Gendron, Commissioner

Major Capital School Construction Program

Application for Consolidated and Integrated Secondary and Post-Secondary Education Facility

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Attachments:

- A. MSAD 50/ Georges Valley High School– “Future Options Taskforce Report” - 2005
- B. MSAD 5/ Rockland District High School – “Consolidation Report” – 2006
- C. Many Flags “Steering Committee”
- D. MF/OC Chronology Chart – events, critical path points, etc
- E. MF/OC Stakeholder/Endorsement list
- F. MOU signed by University of Maine Systems officials
- G. MOU signed by Maine Community College officials
- H. Minutes of MSAD 5 Board approving this application and Computation and Declaration of votes from the 11/4/08 RSU referendum (Rockland, Owls Head, South Thomaston)
- I. Minutes of MSAD 50 Board approving this application and Computation and Declaration of votes from the 11/4/08 RSU referendum (Thomaston, Cushing, St. George)
- J. Minutes of the Region 8 Board approving this application
- K. MOU signed by Maine Marine Trade Association officials
- L. MOU signed by the Marine Systems Training Center officials
- M. Fact Sheet – Marine Systems Training Center
- N. June 2007 MF/OC Steering Committee – “Report to the Community”

Brown, Scott

From: Alan Hinsey [alan@achproductions.com]
Sent: Thursday, December 04, 2008 11:39 AM
To: Brown, Scott
Subject: Checking in

Scott – just checking in – I'd like to report back to the Many Flags Steering Committee regarding the anticipated dates for the application review and recommendation process. Can you give me an idea of the general schedule going forward?

- When do you anticipate MDOE completing the review of all of the applications?
- When will the MDOE recommendations be submitted to the State Bd of Ed?
- When will the State Bd of Ed make their decision? Will it be announced at their Dec Bd mtg?
- Will applicants be notified of the MDOE application review findings before those recommendations are sent to the State Bd of Ed?

Thanks for all your help – I know you all have a lot going on up there in Augusta (even more than usual these days) – these are challenging times and I know a lot is asked of you and your staff – thanks for all of your hard work to continually improve education in Maine -- the good luck.

Thanks, Alan

Alan Hinsey
Many Flags/One Campus Project Coordinatoir
1170 Pleasant Pt. Rd.
Cushing, Me 04563
(207) 226-3777
(207) 691-3227 (cell)
www.achproductions.com

12/4/2008

Alan, See my responses below. sb

Scott E. Brown, AIA, LEED
Director of School Facilities Programs
Department of Education
23 State House Station
Augusta, ME 04333-0023
(207) 624-6883

From: Alan Hinsey [mailto:alan@achproductions.com]
Sent: Thursday, December 04, 2008 11:39 AM
To: Brown, Scott
Subject: Checking in

Scott – just checking in – I'd like to report back to the Many Flags Steering Committee regarding the anticipated dates for the application review and recommendation process. Can you give me an idea of the general schedule going forward?

- When do you anticipate MDOE completing the review of all of the applications? Next Friday December 12
- When will the MDOE recommendations be submitted to the State Bd of Ed? Wednesday December 17th
- When will the State Bd of Ed make their decision? Will it be announced at their Dec Bd mtg? Prior to December 31st. Most likely at their Dec. 17th mtg
- Will applicants be notified of the MDOE application review findings before those recommendations are sent to the State Bd of Ed? No

Thanks for all your help – I know you all have a lot going on up there in Augusta (even more than usual these days) – these are challenging times and I know a lot is asked of you and your staff – thanks for all of your hard work to continually improve education in Maine -- the good luck.

Thanks, Alan

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Major Capital School Construction Program

Application for Consolidated and Integrated Secondary and Post-Secondary Education Facility

Part I. Section A. Application Information

This Application is being submitted on behalf of three partnering School Districts – MSAD 5, MSAD 50, and Region 8 Mid Coast School of Technology.

1. School Administrative Unit: Maine School Administrative District 5

School Name and Address: Rockland District High School
400 Broadway St., Rockland, Maine 04841

Superintendent: Dr. Judith Lucarelli

Project Contact Person: Dr. Judith Lucarelli, Superintendent

Telephone Number: (207) 596-6620 - fax # (207) 596-2004

E-Mail Address: jlucarelli@msad5.org

2. School Administrative Unit: Maine School Administrative District 50

School Name and Address: Georges Valley High School
47 Valley St. Thomaston, Maine 04861

Superintendent: Judith Harvey

Project Contact Person: Judith Harvey, Superintendent

Telephone Number: (207) 354-2555 - fax # (207) 354-2564

E-Mail Address: jharvey@msad50.org

3. School Administrative Unit: Region 8 – Career and Technical Education

School Name and Address: Mid Coast School of Technology
1 Main St., Rockland, Maine 04841

Director: Elizabeth Fisher

Project Contact Person: Elizabeth Fisher, Director

Telephone Number: (207) 594-2161 - fax # (207) 594-7506

E-Mail Address: bfisher@mcst.tec.me.us

After careful study of our school facility needs, the following parties have agreed to proceed with the attached application:

<u>11/13/08</u>		
Date of Vote	Superintendent's Signature (MSAD 5)	Date
Results of Vote:	9 FOR (793) 1 ABSENT (105)	
<u>11/12/08</u>		
Date of Vote	Superintendent's Signature (MSAD 50)	Date
Results of Vote:	10 FOR 1 AGAINST	
<u>11/19/08</u>		
Date of Vote	Director's Signature (MCST Region 8)	Date
Results of Vote:	11 FOR 2 AGAINST 1 ABSTENTION	

See the following attachments for the signed and dated Memorandum of Understanding from the following Many Flags/One Campus partners:

Attachment F: University of Maine System

- UMS Chancellor Richard Pattenau
- Univ. Maine Augusta President Allyson Hughes Handley,
- Univ. Maine President Robert Kennedy

Attachment G: Maine Community College System

- President John Fitzsimmons
- KVCC President Barbara Woodlee

Attachment K: Maine Marine Trade Association

- John Kachmar, President
- Susan Swanton, Executive Director

Attachment L: Marine Systems Training Center

- Ben Cashen, President
- Minda McVetty, Director

Part I. Section B. 1. Long-range plan for implementation of an integrated 9-16 Educational Facility

Economic Development Imperative for MF/OC Concept:

The proposed 9-16 educational facility, known as “Many Flags/One Campus” (MF/OC) grew out of an analysis of economic development needs in the Knox County midcoast region. In the late 1990s and early 2000s two major economic events impacted the region: 1) the closing of the 300,000 square foot Nautica Distribution Center in Rockland, displacing 350 workers, and 2) the reorganization and eventual sale of MBNA to Bank of America which caused the closing of MBNA facilities in Rockland and Camden, resulting in layoffs of approximately 1,700 people in the region over a 2 year period. A group of business, government, and economic development leaders in the region convened to map out a new sustainable economic course for the region. When all of the data was analyzed and all of the focus group input considered, one recurring fact consistently presented itself to the group: for the Knox County area to thrive and grow as an economic region in Maine, its existing employers, as well as any new employers that may potentially be attracted to the region, must have access to a well trained, highly skilled workforce to meet the competitive demands of the global 21st Century economy.

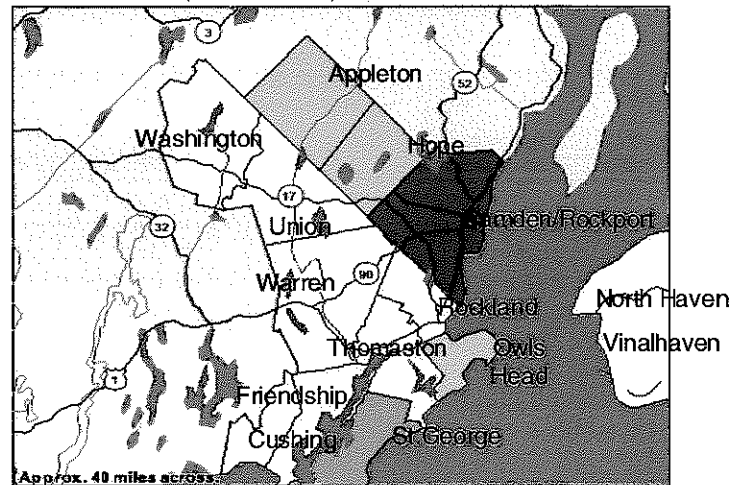
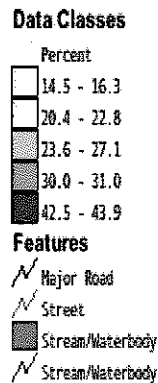
Underserved Region Analysis:

Here are some highlights of the research that was conducted and collected by the original MF/OC work group:

- With the exception of one part of Knox County (the Camden area), the remainder of the County is below the state average for the percentage of adults 25 and older with Bachelors and Associates Degrees.

Knox County – Percent of Population 25 and older with Bachelor’s Degree or Higher

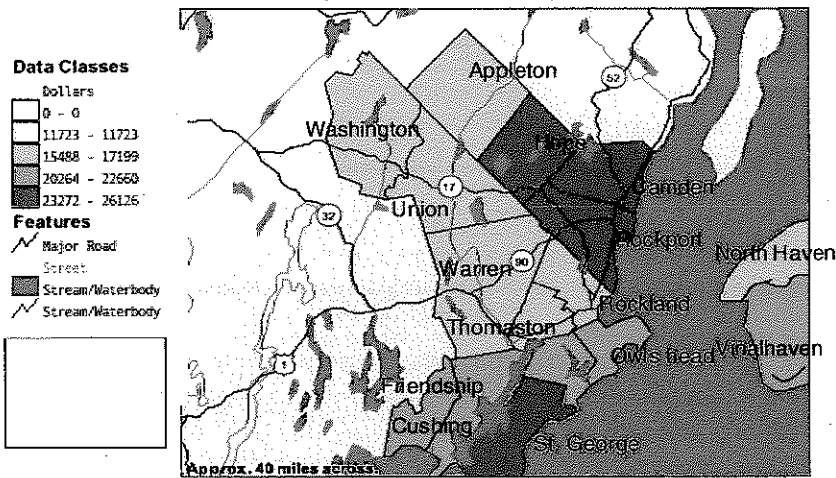
(2000 US Census)



Knox County: Bachelors Degree or higher = 26.3%
(Associates Degree or higher = 32.2%)

State: Bachelors Degree or higher = 22.8%
(Associates degree or higher = 30.1%)

Knox County – Per Capita Income by Town (2000 US Census)

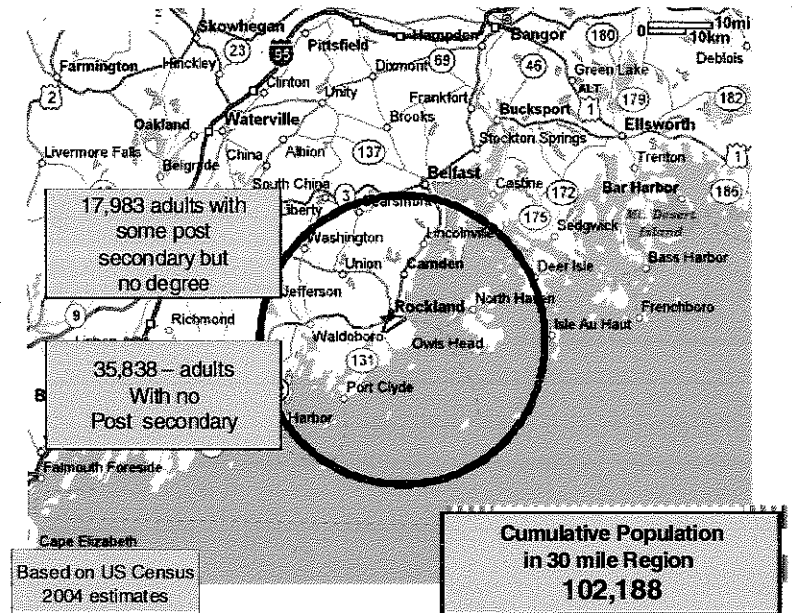


Maine Per capita income: \$19,533 Knox Co Per Capita income: \$19,981

- With the exception of one part of Knox County (the Camden area), the per capita income of the remainder of the county is below the state average. It is clear that economic success and per capita incomes are closely correlated to the levels of post secondary education that a region can achieve.

- Knox County is one of the fastest growing regions of the State – with a steady population increase of approximately 1% per year (10% population growth over the past decade). However, we are also one of the oldest counties in Maine with an average age of 42.5 years. The out migration of our 18-34 year olds was approximately 24% in the past decade. While that youth out- migration trend has slowed in the past 5 years, it is still clear that it is the influx of retirees that is driving the regional population growth. Unfortunately, our key businesses in the region (marine trades, manufacturing, financial management; health care and technical support services) are struggling to acquire the skilled workforce they need to remain viable in the region. The lack of a full range of diverse post secondary education options in the area negatively impacts our economy in several ways:
 - There is an insufficient pool of skilled/trained workers – and not enough training facilities in the region to increase that pool of workers;
 - The lack of a broad range of post secondary education/training options is a deterrent to attracting young families to the region;
 - If the aging trend continues, there is a very real chance Knox County will become a stagnant, seasonal economy, where employment options will be primarily limited to lower wage service sector jobs.
 - As young adults (and young families) move away from the area to get their educational needs met, local businesses are forced to recruit skilled workers from outside of the area to meet their business needs.

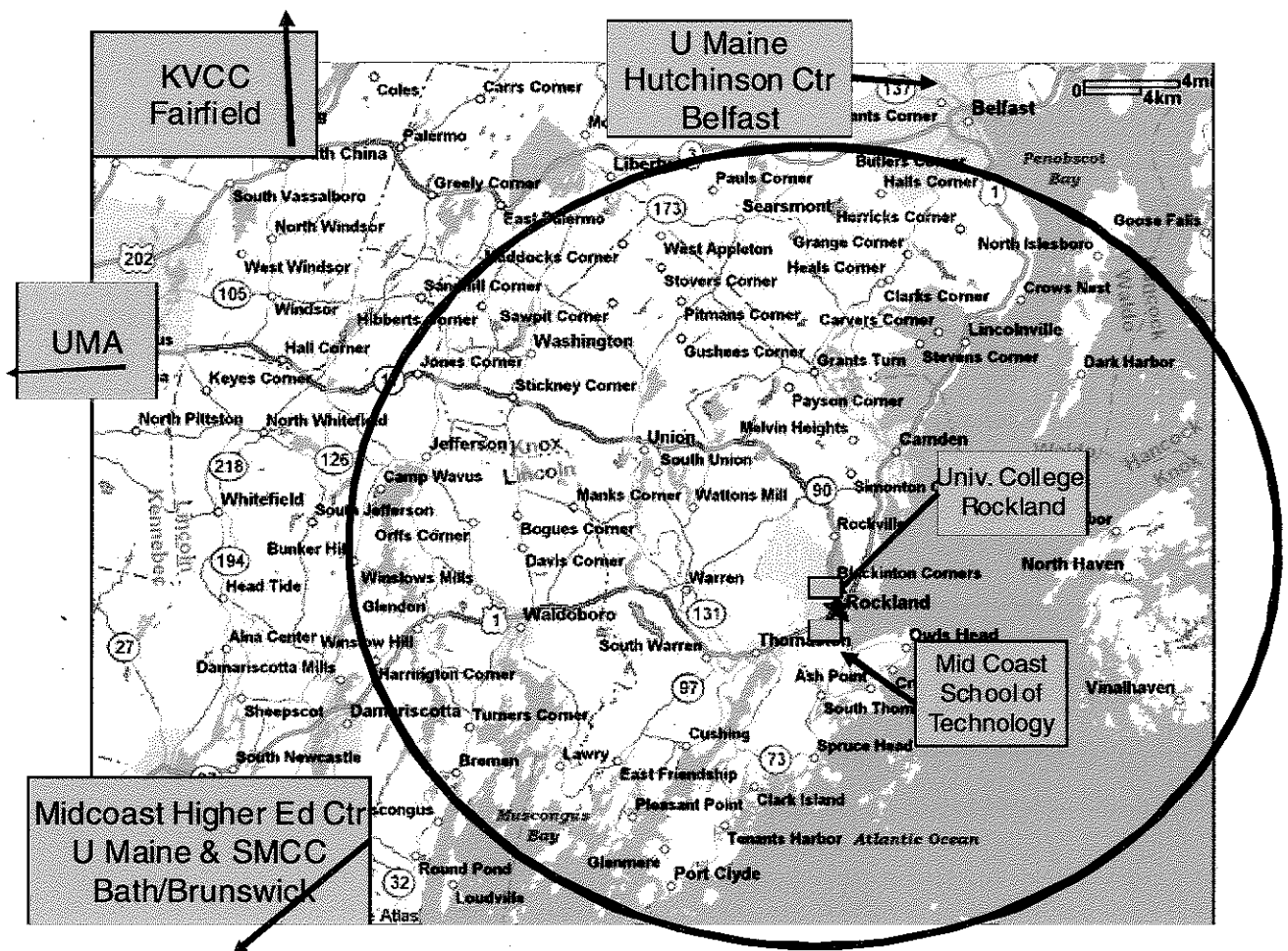
- There are approximately 102,000 people living and working within a 30 mile radius of the center of Knox County – and within that 30 mile radius there are approximately 18,000 adults with some post secondary education but no degree or certificate completion. There are approximately 36,000 adults in the workforce with no education beyond high school. It is clear that those adults will need increased access to post- secondary education locally to succeed in the future.



- The University College at Rockland (UC Rockland) moved to its current site from its former location in Thomaston in 2006. The fall 2008 enrollment at UC Rockland is 608 students, which represents a growth rate of over 20% in participation in higher education in the Knox County region in just the past two years. Presently, 32% of UC Rockland students are in associate degree programs; 40% are working toward baccalaureate degrees; 10% are working toward masters degrees; and, 18% are “non-degree,” taking courses for personal or professional enrichment. The University of Maine System has invested in staffing, faculty and infrastructure to support this growth. If the growth in higher education demand continues in the midcoast area, as predicted, the current physical and programmatic resources at UC Rockland will not be able to meet that demand.
- Kennebec Valley Community College (KVCC) is the Community College that serves the Knox County region. KVCC is over 90 miles away from the heart of our region, and even farther for a significant portion of our population that live on one of the 3 major peninsulas in our area. Even with the dramatic expansion of enrollment of KVCC over the past 2 years, only 8% of its students are from Knox County. Distance, travel time, and course offering times, all now compounded by increased fuel costs, create a significant disincentive for our adult population to seek Community College courses and degrees.
- Our local educators, along with administrators from both the Community College System and the University of Maine System, estimate that once the Higher Ed Center is developed on the Many Flags Campus, we can expect:
 - ♦ 1000+ college students within 2 years
 - ♦ 2000+ college students within 5 years

- The pent up demand for college level class offerings in our area can be partially explained by the following map that clearly illustrates a “gap” in Higher Education facilities and resources in the greater Knox County area.
- Affordable and accessible post secondary/higher education & technical training options for adults are not readily available within the greater midcoast “commutable” area.

Post Secondary and Technical Education within 30 Mile Radius



"Six of every 10 Maine ninth-graders will veer off the road to college – and off the road to the American Dream. With every child who fails to earn a college degree, another bit of Maine's economic future is lost" Greater

Expectations – College as a Right and Responsibility for All Maine People

- The *May 2004 Compact for Higher Education* study, "Greater Expectations – College as a Right and Responsibility for All Maine People," stressed the economic imperative of increasing the percent of adults in the a state who acquire Associates and Bachelor's degrees.

"Coastal Maine residents agree less strongly than those in the other regions that a college education is very valuable in their community." Barriers to Post Secondary Education in Maine

- The *2005 Mitchell Institute Report*, "Barriers to Post Secondary Education in Maine" revealed that Knox County had the lowest post secondary education aspiration level of all 16 counties in Maine.

"Larger schools are not necessarily better than smaller schools – yet it is clear that students have greater opportunities to learn and explore when secondary schools achieve a certain size – a size larger than the typical Maine high school today." A Case for Cooperation- Making Connections to Improve Education for All Maine Students

- The *2006 Maine Children's Alliance Report* – "A Case for Cooperation- Making Connections to Improve Education for All Maine Students" presented a compelling case for the improvement of education throughout Maine through bold new, innovative approaches to integrating programs and facilities to meet the changing needs of the 21st Century in Maine. They concluded that Maine should convene an ambitious planning effort to bring educators, local officials, and citizens together to start from the ground up to create a new vision for education in their region.

- Student population projections for both Rockland District High School and Georges Valley High School indicate sharp declines in the near future.

RDHS projected to drop below 385 by 2015
GVHS projected to drop below 247 by 2011.

- It became increasingly clear that the financial and programmatic obstacles to maintaining two small neighboring high schools (just 5 miles apart) would be too great to overcome. The data indicated that consolidation, programmatic integration, expansion of post secondary offerings, and a “one campus/co-location” model would be the most appropriate course of action for the region to pursue.
- The research compiled by the Georges Valley High School “Futures Option Taskforce” (see attachment A.) revealed that high schools with a student population of between 600 and 900 students offer the best combination of course availability and diverse critical mass of students, while also providing a high school small enough for personalized education planning for each student, in an environment where no child will “fall between the cracks.”

Inception of the MF/OC Concept:

Being underserved by higher education at the time, with the nearest community college campus 90 hard miles away, and undergraduate programs only available in a facility it would soon outgrow, a visionary group of citizens in the Knox County area began to discuss ways to ensure an educated workforce will be available for the future economic demands of the region. In 2003, the original group of business owners and community leaders began meeting with representatives from Kennebec Valley Community College and the Maine Community College System Office, the University of Maine System office including the University College at Thomaston and the University of Maine Hutchinson Center in Belfast, and the Region 8 Mid Coast School of Technology.

***From that original workgroup, the
“Many Flags/One Campus” concept was conceived.***

At the same time, school boards in MSAD 50 and MSAD 5 were undertaking independent analyses of their own facilities needs. Both Georges Valley High School and Rockland District High School are 50-year-old facilities in need of significant capital improvements. In addition, the enrollment projections for both high schools indicated a steady decline in students (see attachment A., Georges Valley High School “Futures Options Taskforce Report,” and attachment B., Rockland District High School “Consolidation Committee Report”).

Members of the original workgroup included:

**Barbara Woodlee, President
KVCC,**

**Joan Fink, Director Univ.
College at Thomaston**

**Jim Patterson Director Univ.
Maine – Hutchison Center,**

**Tim Hathorne, Director Mid
Coast School of Technology.**

Represnetative Chris Rector

**Alan Hinsey, Eastern Maine
Development Corp**

As the partnership expanded to include the Mid Coast School of Technology, both the need for physical plant improvements and the excitement about collaborative educational programs grew. In January 2005 the Many Flags/One Campus Steering Committee was officially established to research, design and guide the process that would transform this concept into a reality.

The final component to be added to the Many Flags/One Campus concept was the establishment of Industry Centers of Excellence on the combined campus. The intent was to integrate the training and educational needs of key industry sectors for the midcoast region into the MF/OC model. By involving business and industry partners up front, programs can be designed and directed by industry associations to ensure the best possible training facilities, courses and programs are developed and integrated into the fundamental project based, applied learning design of the MF/OC concept. The first industry partner to join the MF/OC effort is the Maine Marine Trades Association (MMTA) - Maine's primary boat building/marine trades organization.

The MMTA has partnered with the MF/OC Steering Committee to provide a state-of-the-art Marine Systems Training Center (MSTC) for Maine, right in the heart of the



Many Flags Campus. The MSTC will meet the systems and technical training needs of one of the most important industry sectors to our region and the State. With a North Star Alliance Initiative Grant

(funded by MDOL), the Marine System Training Center, run exclusively by the MMTA and a Board of Advisors made up of industry representatives, has already begun operating in an interim facility in the Thomaston Academy Building on Main Street in Thomaston.

Data from the MMTA and Maine's North Star Alliance Initiative (MDOL/MDECD) 2007 "Wired" grant application indicates the following marine business are in operation within a 60 and 90 mile radius of the Marine Systems Training Center (and proposed region of the MF/OC).

60 mi. 90 mi.

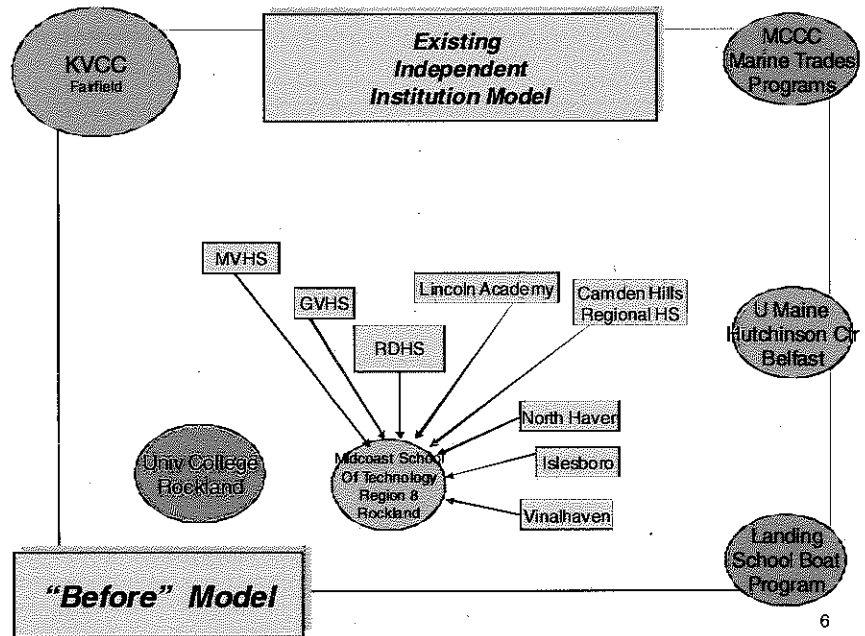
Boat Builders	103	125
Boat Yards	46	58
Marinas	4	10
Dealers	9	3
Design firms	10	13
Other Marine	10	20

(see www.marinesystemstraining.com for more information, class schedules, etc)

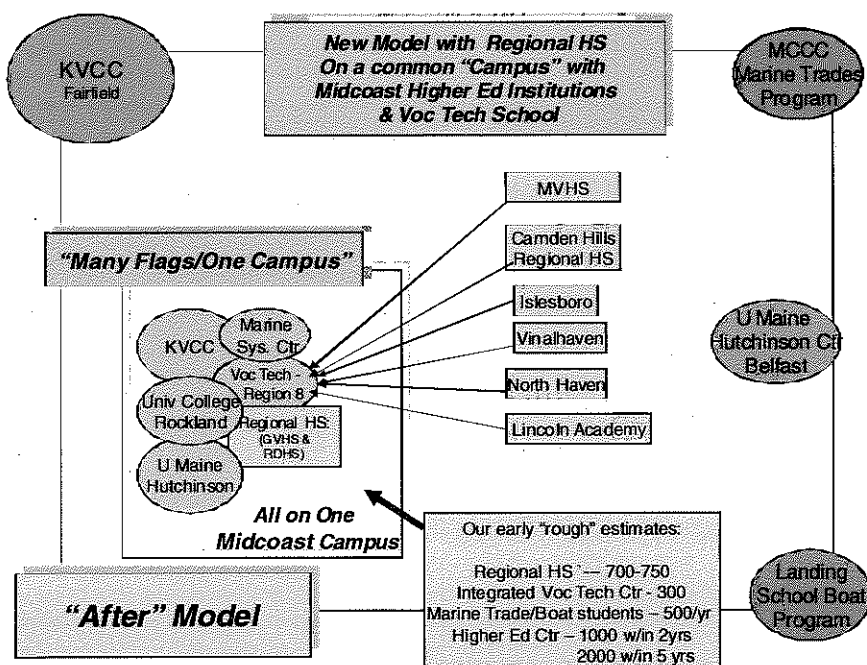
Before and After Models:

The MF/OC concept is an innovative method of blending existing institutions, both physically and programmatically, in a way that allows those institutions to retain responsibility and authority over their programs and services, while providing an innovative environment that encourages and rewards the integration and cross-fertilization of programs and resources.

The "Before Model" can be seen as a set of independent institutions that often need to coordinate services and programs. However, the very nature of the physical and programmatic separation serves as a deterrent to functionally integrating programs in a way that will best serve the needs of all of the students and learners in a region.



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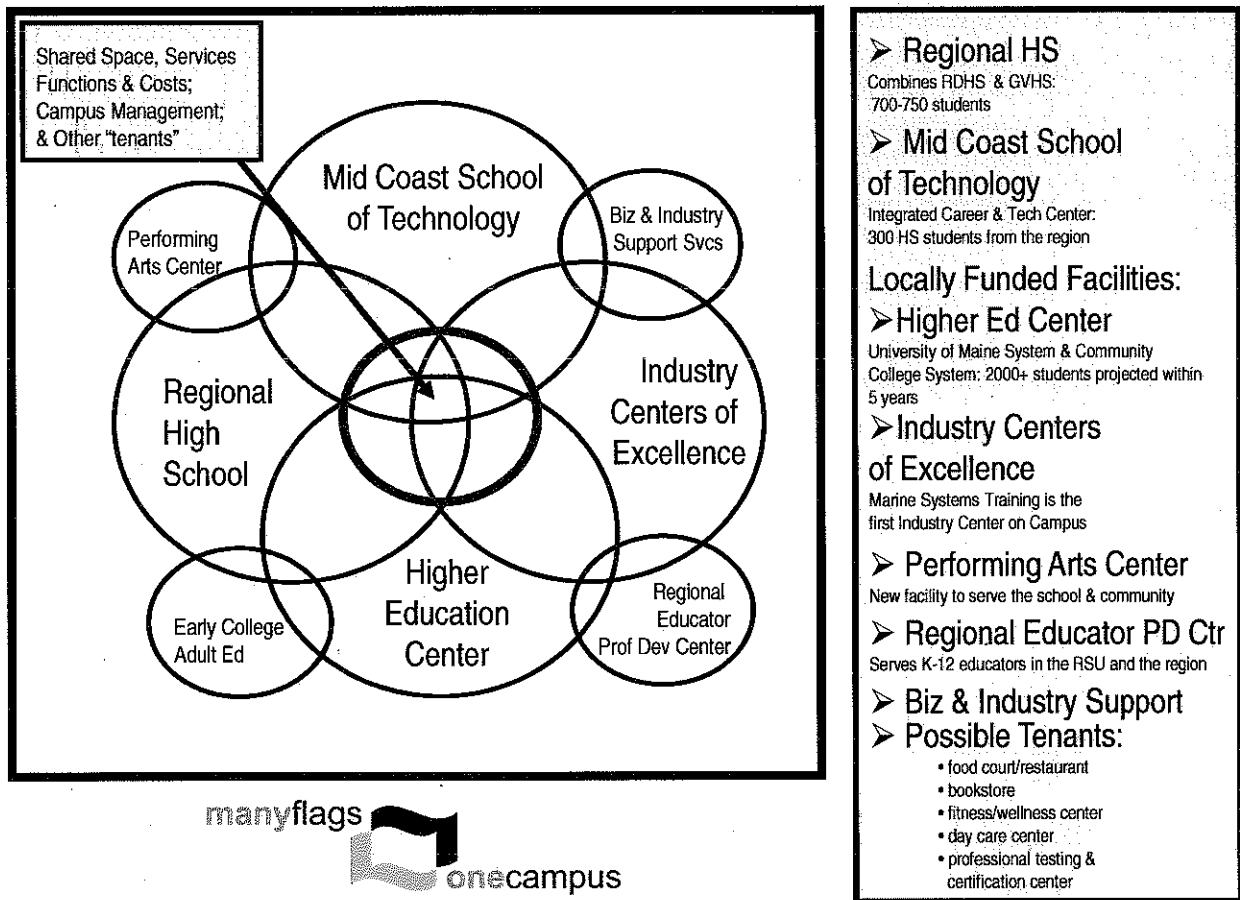


The "After Model" provides a common campus and shared space and services that will facilitate the integration of programs, cut costs, create efficiencies, and provide a richer, more synergistic learning environment that will maximize each learner's potential. Early college, dual enrollment; applied learning; project based systems; performance based objectives; and integrated/personalized learning will be the hallmarks of the MF/OC model.

The Components of MF/OC:

The result is a blending of three secondary school buildings and programs into a comprehensive Regional High School and an integrated Regional CTE Center, plus the provision of adult education, postsecondary degree programs, and industry training centers in new facilities, all on the same campus as proposed in this application.

Many Flags/One Campus Model – co-located on one campus



State/local funding will be sought for the high school and tech school programs. Local-only tax support will be sought for an expanded performing arts center. Local fundraising will be undertaken to provide space for the Higher Education Center, Industry Centers of Excellence, and other possible tenants.



Vision, Mission and Goals for MF/OC

The development of the Vision, Mission and Goals of the MF/OC project, as shown below, is the result of continual planning, research, refinement of concepts, and extensive community involvement over the past 5 years. The Many Flags Steering Committee constructed the Vision, Mission and Goals after full consideration of the input from all educational stakeholders, community groups, business and community leaders, parents, students and teachers. Literally thousands of hours have been spent collecting data, meeting with the public, and holding public forums and presentations to local school boards, community groups, and business groups (see Attachment D for a summary listing of key events/timeline for the MF/OC project over the past 5 years. Also see Attachment E. for a list of stakeholders who have been involved in the project and a list of individuals and organizations who are endorsing the MF/OC project).

Our VISION:

Many Flags/One Campus will be a unique, collaborative learning environment that integrates secondary and post-secondary education, along with business and community resources, that will become recognized as a model for Maine and the nation.

Our MISSION:

Many Flags/One Campus is a comprehensive educational concept and an innovative physical place that is built upon a culture of:

- Personalization*** – where the needs of students always come first;
- Applied Learning*** – real-world relevance for each learner; and
- Sustainable Partnerships*** – shared vision, shared resources, and shared success.

Our GOALS:

Personalization for Each Learner

- An expectation that each learner will perform at the highest level will be rigorously maintained, resulting in increased engagement in learning throughout life.
- Flexibility in accessing options will be achieved to provide increased exposure to opportunities and educational pathways for each learner.

- An integrated system will be established for guidance, advisory and mentoring each learner and will be coordinated across all levels and all programs on the campus.
- Each learner will be personally known and supported to succeed in the manner that best meets his or her individual needs.
- Learner involvement in the establishment of personal learning objectives and pathways will be expected.

Applied Learning

- Project-based methods of teaching will be integrated into academic classrooms 9-16 to support the personalized goals for each learner.
- Learning will be relevant; acquired knowledge will be used to solve real world problems and to prepare learners to achieve their goals.
- The expectation of collaboration and working in teams will be the foundation for all aspects of the learning community.
- Experiential, community-based learning and community service will be emphasized, stressing partnerships and learner placements with businesses, non-profit organizations, mentors, and governmental entities to achieve the learner's goals.

Sustainable Partnerships

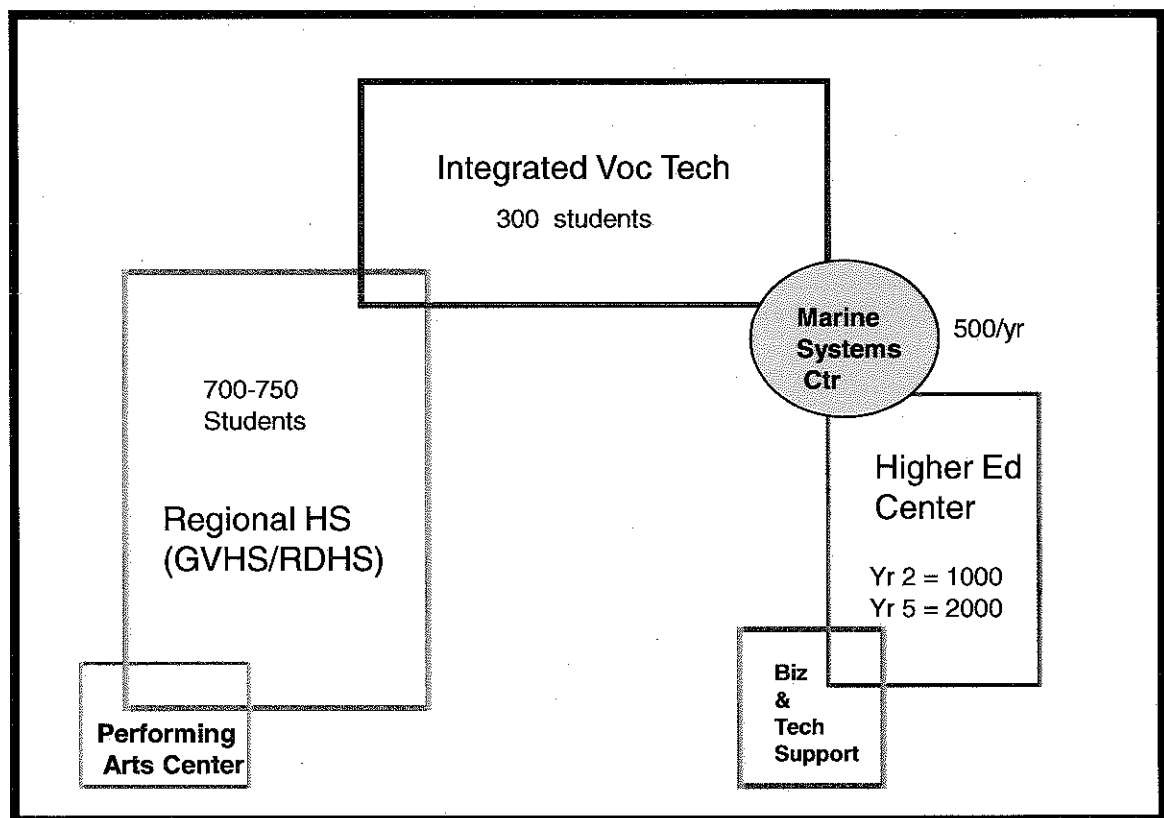
- The Many Flags/One Campus educational providers, as well as business, industry and community-based organizations will all be active stakeholders in the success of this effort.
- All partners will participate in and foster a culture of collaboration and cooperation, including programmatic, fiscal, and administrative policy decisions, to promote successful learner outcomes.
- Many Flags/One Campus partners will creatively share facilities, leverage resources, and coordinate programs to provide the highest quality and most affordable opportunities for all learners and the community.
- The Many Flags/One Campus partners will continuously evaluate and demonstrate the ongoing value of the Many Flags/One Campus model to the community, both programmatically and fiscally.
- Creative and flexible partnerships will be maintained with State educational policymakers so Many Flags/One Campus becomes a model program for the State.

While honoring the rich cultural and historical traditions of the Midcoast region, MF/OC seeks to bring prosperity to our community through innovative education that incorporates the standards of the Maine Learning Results achieved through diverse pathways.

Campus location and design

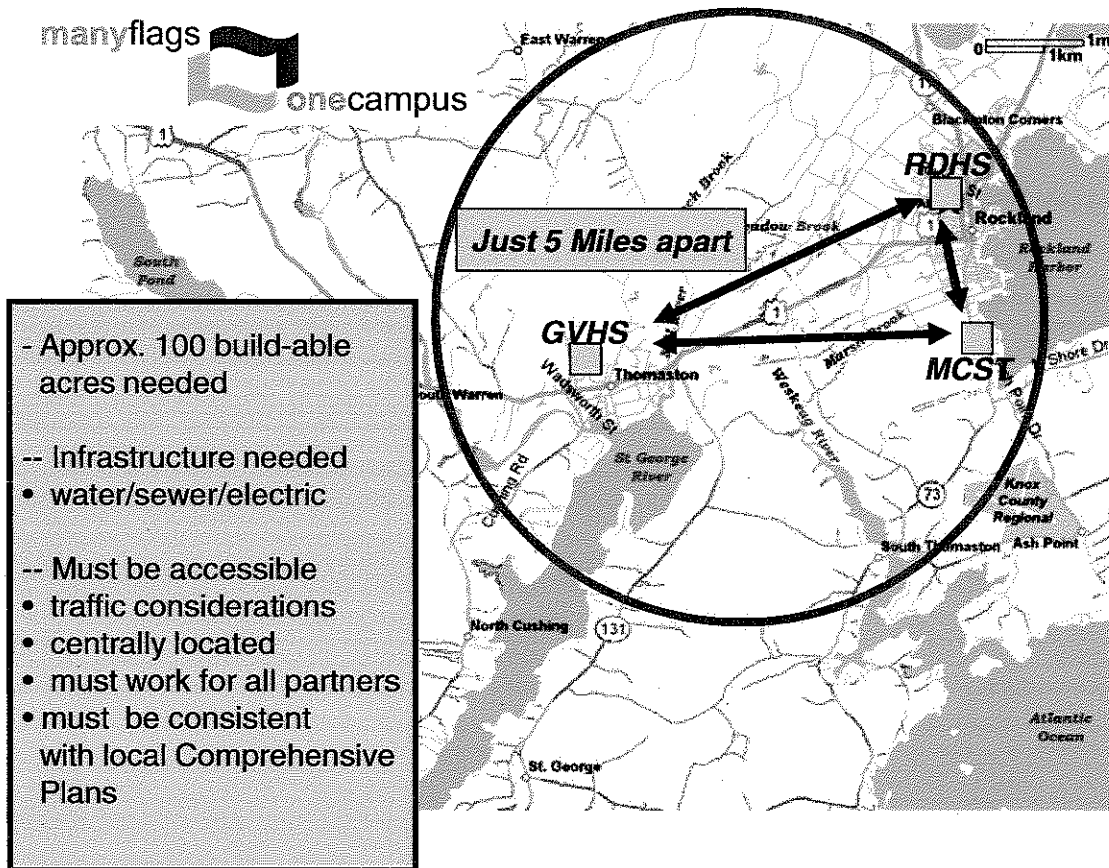
A specific campus location and design will not be determined and developed until and unless the MF/OC concept is selected by the MDOE and State Board of Education. However, for planning purposes the Many Flags Steering Committee has identified basic parameters for a successful physical location for the MF/OC site. While it is premature to undertake any specific design work, the MF/OC Steering Committee has determined that the campus would include the elements shown below – with the student projections as shown:

How Big would a Many Flags Campus be?
We anticipate at least 100 acres needed



The diagram above is not a campus layout – but merely a graphic display of the basic physical elements that may be on the campus. The “building” designations are not to scale – and the overlapping drawings are meant to simply illustrate where there may be logical programmatic, operational and mission critical points of connections for the various partner institutions and facilities that will ultimately constitute the Many Flags campus.

It is also premature to conduct any specific site selection work. However, the initial analysis of the physical space and infrastructure needs for the MF/OC model dictates that the campus will need to be at least 100 buildable acres within in the combined MSAD 5/MSAD 50 region. We also know that the site will need to be centrally located and accessible to all communities, and as such we know that it will not be located on any of the peninsulas that are a part of our combined districts. The red circle on the map below establishes the general area within which site location will occur, should the MF/OC project be selected.



Community Outreach, Input and Involvement

From the inception of the MF/OC concept in 2003, hundreds of community members have been involved in the Many Flags research and planning process. A broad range of stakeholders, interested parties and technical experts have spent thousands of hours on the planning process thus far – and they are committed to further involvement if the MF/OC model is selected for implementation. The following page is intended to show some of the community outreach efforts, input and involvement that have taken place on the MF/OC concept in the past 5 years:

A Sample of MF/OC Community Outreach, Input and Involvement – 2003 to present

- Public information and input meetings held in all 6 towns that will form the Region High School.
- A series of special public forums with guest speakers (also videotaped and aired on local cable access):
 - MDOE Commissioner Susan Gendron; Duke Albanese – Great Maine School Project; Peter Geiger – Miame Coalition on Excellence in Education; Henry Bourgeois – Maine Compact for Higher Education; Daniel Cecil – Harriman and Associates Architects; Ted Moccia, Principal Oxford Hills Comprehensive High School;
 - In November 2007, at the conclusion of the Five Part Fall Guest Speaker Series – a “straw vote” was held to gauge public support for continued work on the MF/OC project – vote passed 97 to 6.
- A series of business focus groups regarding MF/OC and workforce training an education needs – hosted by the Penobscot Bay Regional Chamber of Commerce.
- Presentations to all major community services groups (Kiwanis, Rotary, Chambers of Commerce) and to local Officials.
- Presentation and Q&A sessions for faculty at RDHS, GVHS, MCST – and student bodies at RDHS and GVHS.
- Produced and aired a series of 5 videos on local cable access education channel – featuring panel discussions with parents, teachers, students, business representatives.
- Developed and publicized the Many Flags website – which was used to make all research and planning information available to the public – and to provide event/forum information – www.manyflags.org
- Numerous presentations and updates to the MSAD 5, MSAD 50 and Region 8 School Boards – received positive votes from all 3 Boards regarding the continued planning work on the MF/OC plan on 2 occasions.
- Over 20 local newspaper articles & guest columns published re MF/OC concept and planning process.
- The “Friends of Many Flags” group formed to promote awareness about MF/OC – produced Fact Sheets, brochures and a display booth presentation that was made available for local school events.
- 6 Task Teams (comprised of over 30 individuals) established to conduct the initial research :
 - 1) High School Task Team; 2) Higher Ed Task Team; 3) Marine Training Task Team; 4) Site and Location Task Team; 5) Finance and Budget Task Team; 6) Community Outreach Task Team
- Combined School Board meetings – including presentation of the “Report to the Community” – update on MF/OC June 2007 (see attachment N).
- Combined faculty planning sessions re MF/OC (RDHS, GVHS, MCST) – lead by Duke Albanese and David Ruff of the Great Maine Schools Project (Mitchell Institute) – including PDA walk through analysis.
- Legislative development and support team established for LD 2175 (2008 Legislative session).

Next Steps if Selected

The long-range plan is the result of years of meetings, brought together in this application by a Steering Committee representing all stakeholders. If this application is selected, a strategic plan will be developed to accomplish all of the work required to construct the facility. Many of the necessary steps cannot be initiated until the RSU Board and Superintendent become known in the spring of 2009.

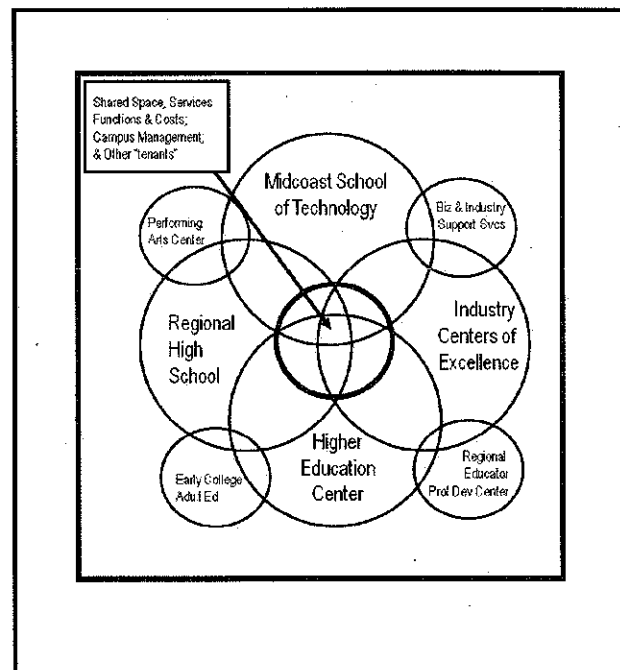
Part I. B. 2. Documentation of the Commitments with all secondary and postsecondary partners

Attachment F & G are copies of the Memoranda of Understanding with the University of Maine System and the Maine Community College System. Attachments H, I and J are copies of the minutes of the School Board meetings of MSAD 5, MSAD 50, and Region 8, Mid Coast School of Technology indicating when this application was approved. Attachments K and L are copies of the MOUs from the Maine Marine Trade Association and the Board of Advisors for the Marine Systems Training Center.

Part I. B. 3. Describe how the integrated facility will provide fully integrated learning experiences for all students and community members.

The Many Flags/One Campus model indicates the relationship between all proposed partners. An integrated facility such as proposed for Many Flags/One Campus will offer the benefits of a comprehensive high school program, a strong career and technical school program, and an array of higher education courses and degrees. The high school will provide core courses to ensure that each student meets the standards of the Maine Learning Results. After finishing core courses designed to be completed by the end of 10th grade students will select pathways that include advanced academic study in high school programs, specialized technical study in the technical school, and college study offering dual credit in an array of associates and baccalaureate degree programs.

As with any college campus, college courses will be offered for the adult population in the community, with high school students permitted to enroll if they meet prerequisites. The courses offered will be determined by the needs of the adult population in the Midcoast region. These courses will be more accessible to high school students because they are co-located with the high school and tech school campus.



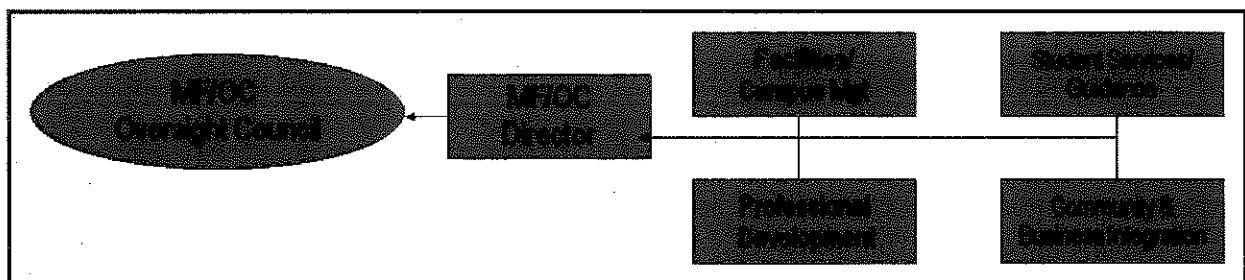
In addition, college courses may be offered during the school day at the high school for full enrollment by qualified high school and tech school students. This is an additional way for high school students to learn the expectations of a college course while gaining dual credit and learning in a field not available as part of the high school curriculum. These courses will be selected collaboratively through involvement of counseling staff, secondary school administration, and post-secondary administration. In the planning process to be undertaken if this application is selected, high school completion pathways will be redesigned to include college courses in all pathways.

These post-secondary enrollment options apply to students enrolled in the Mid Coast School of Technology as well as the high school. The accessibility to courses in relevant degree areas for tech school students will increase their college enrollment as well, providing smooth transitions to postsecondary associates and baccalaureate programs.

The impact of this approach will be increased student enrollment in higher education courses. Successful experiences in post-secondary courses while in high school have been shown to increase the success of students when they enroll full time in college. Even if our counseling departments have an excellent track record in assisting students with college admissions, success once in college is a tremendous concern to us. Therefore we are very interested in dual enrollment courses as a means to ensure the post-secondary success of our graduates.

Ensuring integration and coordination of programs and services for all 9-16 students

The key to the successful integration of this new educational approach will be the use of overarching coordinating bodies. While there will be several autonomous institutions on the Many Flags campus, they will all be highly integrated through a system of overarching coordinating bodies that will ensure that the High School, Mid Coast School of Technology, Higher Education Center, and Industry Center of Excellence are all working in concert to meet the personalized learning needs of every 9-16 student and adult learner who will participate in the Many Flag experience.

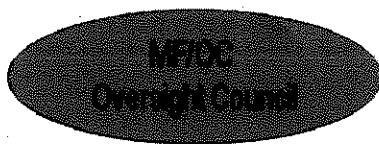


As shown in the diagram above, the programs, activities, and physical plant/grounds maintenance of the Many Flags campus will be generally managed by an Oversight Council made up of representatives of the primary educational institutions that will be operating on the Many Flags campus (see Oversight Council description and member make up in Part I. B.4.

below). It is envisioned that a 501(c) 3 non-profit organization will be formed to perform oversight and provide general management direction for all of the shared functions, programs, student services and resources that will be on the Many Flags campus. While each participating institution on the campus will have its own governing body and its own institutional mission, which will retain full responsibility and authority for the integrity of the programs and degrees offered by that institution, the Oversight Council structure of the MF/OC model will integrate the programs and services of these institutions, to the greatest extent possible. The Oversight Council will also ensure that a comprehensive range of student and community services are offered to all students, adult learners, and industry/business partners, who make up the Many Flags universe of learners.

Part I. B.4. Describe the functioning of the advisory body, the integration with the local economy, and the means of promotion of employment and a skilled workforce optimal for economic development.

To ensure the highest level of integration and coordination of the programs and services that will be offered on the Many Flags Campus, a system of oversight and shared management structures will be established. The basic function of the Oversight Council, and the management and coordinating bodies in the MF/OC model are stated briefly, as follows:



The Oversight Council for Many Flags/One Campus will include

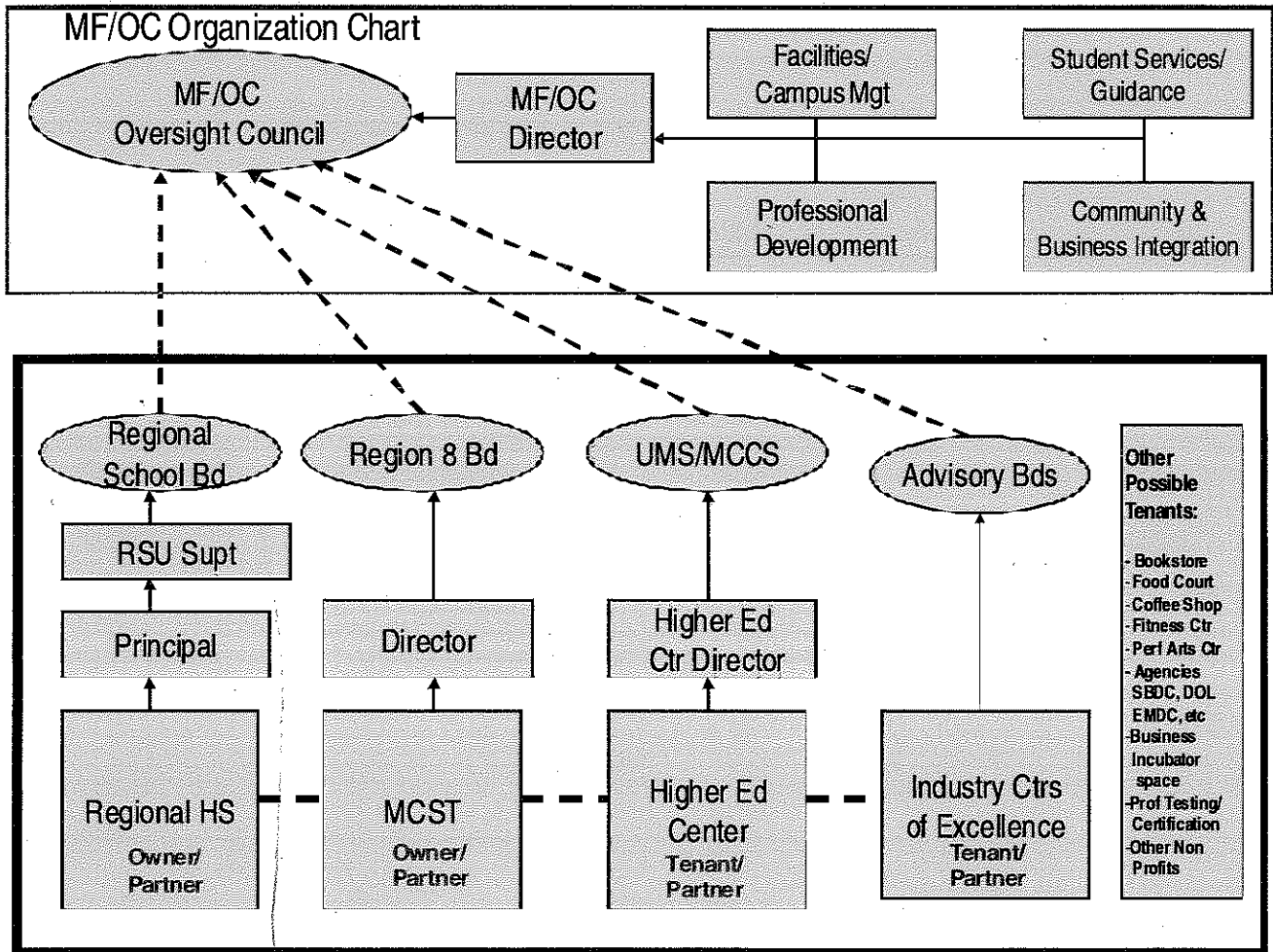
representation from each of the educational partners as well as local industry sectors. The Council will meet quarterly to review local economic conditions and project regional educational needs. The Council will provide a forum for determining whether to add industry partners, whether to allow additional higher education institutions to provide courses at Many Flags/One Campus, and whether retail tenants and non-profit organizations will be permitted on the campus. The Council will provide a link between local employers and the educational institutions of Many Flags/One Campus, ensuring that regional economic needs are met. The Council will be staffed by the MF/OC director and administrative assistant.

The number of members and the proportional representation and weighted voting process for the Oversight Council will be determined by a "MF/OC Governance Taskforce" which will be established if the MF/OC model is selected for implementation. The Oversight Council must be made up of representatives from:

- The newly formed RSU
- Region 8 Mid Coast School of Technology
- University of Maine System
- Maine Community College System
- Marine System Training Center

Part II. Section 1. Describe the administrative structure of the proposed integrated 9-16 educational facility.

The following organization chart indicates the current thinking on the administrative structure for Many Flags/One Campus.



Each of the entities in lower half of the above organization chart (in the black box) will be represented on the Many Flags/One Campus Oversight Council (in the red box). The role of the Oversight Council is described in Part 1 of this application. MF/OC Oversight Council will be staffed by a MF/OC Director, who will be responsible for management of the shared facilities of the campus, will assist with planning regional professional development, will coordinate shared services such as food services, and will assist the MF/OC Oversight Council in accomplishing its duties.

The balancing act for this administrative structure is that each educational institution on the Many Flags campus has its own legal accountability and organizational responsibilities. It is within this context that the parties have committed to make the MF/OC partnership work for the benefit of the Midcoast region. Below is a brief summary of the administrative reporting structures for the Regional High School and the Mid Coast School of Technology, the Higher Education providers, and the Marine Systems Training Center.

Regional High School and Mid Coast School of Technology:

- The Regional High School will be part of the RSU with a Board of Directors, Superintendent and Principal.
- Although co-located and sharing facilities, classrooms and many other resources on the Many Flags campus, the Mid Coast School of Technology will be managed by its own Director and it will remain under the authority of the Region 8 Board of Directors, representing all sending school units in the region.

University of Maine System and Maine Community College System:

- The bachelors degree programs of the University of Maine System will be primarily provided through the programs which are the responsibility of the University of Maine at Augusta. Currently there is a Director for the University College at the Rockland site, who oversees all UMS bachelor programs and courses offered in the Rockland area.
- UMS graduate programs will be provided to the MF/OC model primarily through the University of Maine Orono graduate programs that are coordinated and offered in this region by the University of Maine Hutchinson Center.
- Depending on funding and enrollments, the Community College system will staff local programs with administration and counseling services provided primarily through the KVCC branch that would co-locate with the University of Maine partners in the Higher Ed Center on the Many Flags campus

Marine Systems Training Center

- The fifth partner that will co-locate on the Many Flags campus is the Marine Systems Training Center (MSTC) which is presently located in an interim facility in Thomaston. The MSTC is managed by the Maine Marine Trades Association. The MSTC has its own Director and a nine member Advisory Board (see Attachment M, Factsheet. Also see www.marinmesystemstraining.org for more details on the MSTC Mission, programs, schedule and Board make-up).

Governance, Ownership and Shared Functions & Services

Another way to describe the MF/OC model is in terms of its governance, ownership and shared functions and services.

Governance: All educational and training institutions on MF/OC will be managed and directed by their own Boards, administrators and unique governing structures (i.e., RSU Board, UMS Trustees, MCCC Board of Directors, etc). They also will each have representation on the MF/OC Oversight Council which will oversee and manage the shared services, common functions, campus and facilities for the MF/OC model.

The Higher Education Center will have a single administrative office that will oversee and manage the Higher Education Center activity for both the UMS programs and the MCCC programs offered at the center. The Higher Education Center administrative staff will be either UMS or MCCC employees, but for the purposes of the management of the daily activities and scheduling of the Center, they will receive direction and advice from an advisory structure whose make-up will be determined by the University of Maine System and Maine Community College System.

Governance:

- **High School, MCST, UMS, MCCS and MSTC - separate Boards & management**
- **All represented on MF/OC Oversight Council**
- **Higher Ed Center – separate institutions but one integrated administrative & student services office**
- **Marine System Training Center – managed by the Maine Marine Trades Association**

The Marine Systems Training Center (MSTC) will be managed by its own Director and nine-member Advisory Board primarily made up of members of the marine trades industry (boat yards, boat builders, marinas, dealers). In addition, the Director of the MSTC will be an employee of the Maine Marine Trades Association (MMTA). The programmatic and financial management of the MSTC falls under the general oversight and authority of the MMTA Board of Directors. Providers of training and workshops at the MSTC (such as the Landings School; the American Boats and Yachts Council, and Original Equipment Manufacturers) are responsible for the integrity of their own program content, degrees and certificates.

Ownership:

Regional High School – Owned by the RSU

Buildings & land and

Pro-rata share of common space/facilities

**Mid Coast School of Technology – owned by the
Region 8 Board**

Buildings & land and

Pro-rata share of common space/facilities

Higher Ed Center

Building & land owned by Oversight Council

UMS & MCCC to lease space in facility

Marine System Training Center

Building & land owned by Oversight Council

MSTC to lease space in facility

**Performing Arts Center – owned by the RSU - will
lease space out for non RSU performances, events,
etc**

**Other Tenants – may lease space owned by the
Oversight Council**

Ownership: The land and buildings on the Many Flags campus will be owned by three (3) separate entities:

- The newly formed RSU will own the land, buildings and a pro rata portion of shared facility and campus space used by the Regional High School – and the Performing Arts Center.
- The Region 8 Board will own the land, buildings and a pro rata portion of shared facility and campus space used by the Mid Coast School of Technology.
- The MF/OC Oversight Council will own the land and buildings that house the Higher Education Center and the Marine Systems Training Center. In addition, the Oversight Council may lease space and facilities to other tenants on the Many Flags campus. Other tenants may include a day care facility, wellness center, business support agencies (such as, DECD, SBDC, Career Centers), fitness center, restaurants/food courts, bookstore or student banking center.

Shared Services & Functions: The MF/OC model is based on the concept that a shared campus will provide opportunities for cost savings, management efficiencies, and the ability to easily coordinate and integrate services and programs for all learners across all program levels. To accomplish this, the MF/OC model utilizes the following shared services and functions:

Shared Services & Functions:

- **Campus Management: Buildings and grounds, maintenance and custodial, food service**
- **Shared Student Services 9-16: Wellness, Advising/Guidance, Career & Business Integration**
- **Coordinated Professional Development**

- **Campus management** – the MF/OC Oversight Council will be responsible for the maintenance and upkeep of all buildings, grounds and custodial services for all institutions and organizations operating on the campus. A shared food service function for all institutions operating on the campus will also be explored. Cost savings and efficiencies can be achieved by having all buildings and grounds services, and possibly food services, centrally managed and coordinated under one organizational unit.
- **Coordinated/Shared Student Services 9-16** – A primary mechanism for integrating the programs and services of independent educational institutions is to closely coordinate the student advisory and guidance services so each student's educational attainment goals can be effectively managed and nurtured by a team of professional staff, both horizontally and vertically across all 9-16 institutions.
 - **Student Wellness** services will be combined into one center that serves the entire Many Flags campus. There will be Wellness Center staff who are primarily assigned to the High School and CTE students, and other staff that are primarily focused on the wellness needs of the Higher Education students, but they will be cross-trained and co-located, to the extent possible, to provide a comprehensive range of wellness services for the 9-16 student population.
 - **Student Advising/ Student Counseling** - The Advising/Counseling Office will serve students in grades 9-16 with pathway and course selection, planning a course of studies that leads to the student's goals, college applications, and, for higher education students, advising in selecting a major and appropriate college coursework to support their plans.
 - **Career and Community/Business Integration** – The Career Office will provide career counseling, job placement, internships, co-op services, school-to-work opportunities and apprenticeships for all 9-16 students. While the staff may be

employed by various MF/OC participating institutions, they will be co-located in a central office and will coordinate services to ensure seamless career services are provided to all MF/OC students. In addition, this office will hold regular meetings, planning sessions and focus groups with area employers and business organizations to ensure the programs and career counseling services offered at MF/OC are relevant to the needs of the region.

- **Coordinated Professional Development Program** – For the MF/OC model to provide the highest quality education and training to every student and adult learner throughout every level of the 9-16 campus, it is imperative that all teachers, faculty and staff members at all institutions on the campus have access to the professional development that will supply them with “best practice” strategies and tools for instruction. Further, since Personalized Learning Plans (PLP) will be required for every student, with a focus on the student’s complete career and academic path and goals, it is important that coordinated professional development plans are likewise developed for all faculty and staff at MF/OC that will assist them in understanding the range of options and pathways available to each student.

In addition, with state-of-the art facilities and innovative educational approaches at MF/OC, we believe the Many Flags campus will become a center for all forms of professional development in the midcoast region: K-12 educators; higher education professional development; career and technical development; and professional development (train-the-trainers) for industry and business.

- **Part II. Section 2. Describe and document administrative consolidation as planned in this proposal.**

On November 4, 2008 the 6 towns that comprise MSAD 5 and MSAD 50 voted to accept the RSU consolidation plan for the two Districts. The reorganization plan has already been approved by the Commissioner (see documentation of the vote in Attachments H and I).

The new RSU will serve the towns of Cushing, Owls Head, Rockland, Saint George, South Thomaston, and Thomaston. Until Many Flags/One Campus becomes a reality, secondary education will continue to be provided in two high schools, MCST, and two adult education programs in MSAD 5 and MCST. Undergraduate college courses will continue to be provided through the University of Maine System campuses via the University College at Rockland, located in rental space in Rockland. Graduate courses will be provided through the University of Maine Hutchinson Center.

If the Many Flags model is selected for implementation, several administrative efficiencies will be created as a result of combining two high schools into one Regional High School (see Part II. Section 6 for more details on efficiencies and administrative savings). In addition, as noted in previous sections of this application, the co-location of institutions and the coordination of programs and shared services will not only create cost savings and efficiencies, but a highly coordinated and integrated level of 9-16 planning and student services will be provided throughout all levels of the Many Flags campus.

Part II. Section 3. Describe how the students' program will be fully connected to the integrated consolidated school.

Many Flags/One Campus proposes a comprehensive high school with 700 students co-located with a technical school of 300 students and over 1000 higher education students (projected to increase to 2000 students by the time the new campus opens). All program supports currently in place to ensure the success of each individual student will not be sufficient in the large, complex facility proposed. Personalized learning for high school students is our primary goal. It begins with a commitment to create student-centered learning experiences focused on promoting success and achievement for each student. To achieve this, we will develop Personalized Learning Plans (PLPs) to ensure students meet the standards of the Maine Learning Results while keeping their personal aspirations at the center of their high school experience. In the years between approval of this application and the opening of the Many Flags/One Campus facility, the parameters for the PLP will be developed

The Personalized Learning Plan:

- Serves as the organizer and map of a student's pathway through balanced coursework that meets the standards of MLR;
- Represents a 4 year conversation between high school students and teachers about the future; and
- Provides students with a personal context for a wide range of pathways to show they have met the standards of MLR.

and phased in for each high school and adult education student. This will include clear accountability for the development and maintenance of the PLP for each student.

Part II. Section 4. Describe how the Learning Results will be integrated into the educational program.

The Many Flags/One Campus model recognizes that the Midcoast region is home to diverse students with different learning styles and a wide variety of interests. The current high school structure has worked for a portion of our region's students, but not for many others. At both the high school and community college level, traditional academic courses and curricula do not always seem relevant to the lives and aspirations of some students. Career and technical education courses, which often have been aimed at lower achieving students, have sometimes lacked the academic and technical rigor required for success in postsecondary education and high-skilled career paths. Many Flags/One Campus will bridge this divide by providing students with multiple pathways to college and career, by developing models that integrate rigorous

academics with career and technical study, and by creating a learning environment in which the Maine Learning Results (MLR) are addressed in a relevant and meaningful way.

We envision these pathways as expanded programs of academic and technical study.

Each pathway blends academic rigor and real-world relevance (theory and practice), and is geared to prepare students for college, career, and citizenship.

Non-traditional students enrolled in Adult Education have the typical options for course offerings. However, this does not prepare them to be competitive in the associates or baccalaureate degree programs they will choose after earning a high school diploma. These students need the same array of rigorous and relevant courses as high school students if they are to experience the same post-secondary

success. They will have the same dual enrollment course options as their traditional high school counterparts with Many Flags/One Campus.

These pathways offer significant advantages over a traditional high school structure, including closer relationships between students and teachers, opportunities for interdisciplinary, cooperative, and interactive learning, and the potential for increased student motivation and commitment to learning. MF/OC will expand opportunities for the MLR to be met in an integrated way, rather than just through segmented subject areas. For example, when engaged in project work, students will meet many of the MLRs while investigating a topic of interest to them, representing their new knowledge and sharing their work with others. In addition to the skills applied in project work, other knowledge can be taught systematically and practiced while completing the project.

By attending carefully to the Learning Results standards relevant to the content of the project, instructors can be assured that project work is a high-quality instructional strategy that encourages students to practice and apply a variety of skills. The resulting projects will enhance student learning, contribute to their communities, and better prepare students for post-secondary training and citizenship.

MF/OC will provide a MLR-driven curriculum personalized for each student that will:

- Explore a standards based approach to achieving a diploma with multiple pathways for students to demonstrate understanding and application of Maine Learning Results;
 - Maintain a traditional pathway for those students who intend to matriculate to four year post-secondary institutions that still require a traditional pathway for admission;
 - Demonstrate successful use of project-based instructional approaches that engage students;
 - Model collaboration between technical and academic instruction, including teacher professional development strategies designed to promote expertise across disciplines;
 - Cultivate partnerships with employers, the Maine Community College System, the University of Maine System, and industry-based Centers of Excellence to articulate new career paths for students and provide related educational programs and services;
 - Demonstrate commitment to ongoing assessment, evaluation and dissemination of promising practices and research findings;
 - Provide guidance/advising that places the student in the courses and programs aligned with goals and aspirations, while giving credit for standards already achieved; and
 - Create laboratories that integrate 21st century skills, embracing technology and innovation, and providing support for research and development projects.
-

Part II. Section 5. In your discussion of each area below please articulate the instructional innovations and pedagogical approaches.

High School:

Currently we have two high schools with 100 or fewer students per grade level, and a technical school with 300 students serving the region. Each program struggles with the declining high school population in the region. Every year there are students who opt away from a valuable learning experience at the technical school because they have to leave the high school environment. Each of these facilities is aging and in need of substantial bonding to provide a 21st century facility to support the 21st century education we are striving to offer.

With the new facilities and configuration of programs envisioned as Many Flags/One Campus there will be greater depth and richness of program offerings for high school students. 700 students in the high school will be on the same campus as the CTE Center. This will mean expanded offerings for all students in subjects that require the critical mass of 700 students in order to provide the necessary enrollment: foreign languages, arts and humanities, and Advanced Placement classes, to name a few. We are providing AP classes currently with shared scheduling between the two high schools. However, it will be more efficient for students to be in one place to enroll in these classes. It will mean opportunities to expand the technical offerings, as described below. And it will mean the opportunity for shared study with our higher education partners.

We anticipate that curriculum alignment will be addressed with content-specialist teachers in grades 6-12 and college faculty to align not just content knowledge but also instructional methods, teacher expectations, and student accountability. That is, the project-based approach that is so effective in the Mid Coast School of Technology can be equally effective in the high school.

College classes such as Freshman Composition and College Algebra currently have the same syllabi as high school classes, but the expectations and assessments at the college level test greater depth of knowledge. Adapting high school assessments to this will serve our students well when they enroll in post-secondary education. And convening content area discussion from grades 6 through 16 will ensure the material presented to our students is both necessary and sufficient for their later success, removing some elements of the curriculum that may not be essential.

In short, Many Flags/One Campus will provide an explosion of content and project learning opportunities for high school students.

High school counseling and higher education advising are functions we will provide jointly with Many Flags/One Campus. High school guidance includes the social development of students, career planning, and advising about courses and post-secondary plans. Some of these functions merge well with higher education functions and others will be kept separate. We plan to provide three separate but coordinated offices for students 9-16, as described in Part II Section 1.

The merging of co-curricular programs will provide tremendous benefit as well as cost savings. We plan to transition our co-curricular programs by providing joint programs in certain sports and activities as soon as reorganization becomes operational. For example, the math team and chess team will benefit from this, and we may be able to broaden the Mock Trial program to become a Debate Team. In addition, service programs will be expanded to include the full six-town community. With Many Flags/One Campus all athletic programs will be combined as well as all activities. Distances traveled for competitions will be less, and there will be more efficient transportation to these programs. We intend for the same number of students to participate, which will mean stronger JV and freshman programs. We anticipate that this will mean expanded music offerings as the jazz band, jazz choir, pep band, and other small groups to supplement the curricular offerings in music. The exemplary drama program in MSAD 5 will be expanded with the increased number of students and enhanced performance facility. Highly engaging art programs in MSAD 50, including video production, will also be expanded with increased student numbers and a new cutting-edge facility. While these programs are not the sole basis for Many Flags/One Campus, they can be tremendously important to students and the rich experience they have in high school.

As a result, we expect postsecondary attendance of our high school students to increase significantly and that they will be more successful in these experiences.

Students will have the opportunity to experience college classes while in high school. In addition to AP classes, which currently exist, we plan a variety of ways that students will enroll in higher education credits while in high school. If there is a course that many high school students want, we can bring a college professor into the high school to teach it. This is excellent preparation for students to understand the expectations of a college professor while sharing the experience with classmates. Students can also attend a college class by simply walking across the campus. The importance of this experience, sitting in a class with adults and being treated as an adult, is far more than the content learned and the credit earned: teenagers will also

learn how to be a successful student if they leave home for college. They will see the importance of college courses to the adults who do not have the opportunity to attend full time. They will form habits of studying, writing papers, and taking exams which will carry them throughout their education.

Career and Technical Education:

Many Flags/One Campus will provide diverse opportunities for students to experience integrated, project-based learning with a wide range of academic support. Mid Coast School of Technology currently provides career and technical training in an outdated facility with limited accessibility to academic instructors, special education teachers, and supportive technology. 21st Century labs will allow teachers to co-teach using multi-disciplinary approaches with emerging technologies.

Science, math and language teachers will team with technology and career instructors to insure both rigor and relevance in all facets of curriculum content, thus insuring Daggett's Quadrant D instruction for all students (adaptation of learned skills and knowledge to solve unknown problems). Assessments will be developed that ensure multiple opportunities to demonstrate mastery in academics and applied, project-based, learning.

This campus with high school and tech school co-located will allow interventions for students who need additional support to meet the standards while enrolled in MCST programs. By having all departments on one campus, special education assistance, math and ELA skills instruction, and other core curriculum support will be accessed by students as needed to optimize their movement through the essential learning and applications of knowledge and career.

The overall culture of lifelong learning will be reinforced by the dynamic surroundings of educational communities from 9th grade learners to graduate study opportunities.

Access to science labs and equipment will enable MCST teachers to demonstrate concepts, test hypotheses and explore alternative solutions. MCST curriculum development and updating will be facilitated by teacher access to professional development and professional learning communities.

Students in the entire learning community will be able to work with the Counseling Office to develop a Personalized Learning Plan which expands their options to participate in a variety of disciplines and educational levels of study. MCST students will have access to more academic opportunities to enhance career training and to more fully develop the skills they need for success in an increasingly technical world.

Higher Education - University of Maine and Maine Community College System:

Higher education representatives of the University of Maine System and Community College System will coordinate programs and services with the secondary systems so vertical, horizontal, and interdisciplinary teaming will be facilitated. These teams may work together on grades K-16 curriculum content alignment, meeting the needs of advanced or honors students, dual enrollment, and early college programs such as Explorations or Academ-E. The co-location permits closer working relationships among and across secondary and post-secondary

Applying theory and research into practice, sharing resources such as specialized equipment or laboratories, and tapping into expertise around the state via electronically delivered instruction provides access to learning resources not currently readily available in the region.

professionals such as guidance counselors, teaching faculty, and administrators to meet the instructional needs of all students. It provides expanded access to post-secondary learning for adult education students. As higher education faculty work with secondary, tech school, and adult education faculty, cross-fertilization of ideas and teaching strategies can contribute to the professional development of all educators.

When high school students participate in higher education courses, there is also the opportunity for cross-age enrollment as older, non-traditional age students work towards completing a college degree, sharing life and occupational experiences that broaden and enrich the curriculum. Multi-age tutoring and mentoring is facilitated. Other opportunities for students will open up as well, such as study abroad, internships and research programs.

Pedagogically, higher education faculty can build upon the project-based learning strategies of the secondary curriculum, taking the projects to a higher level with advanced, research-based concepts. Having this higher level of learning readily available will allow expanded course offerings currently not available in the high school or technical school. Through the University of Maine and Community College resources, students will have access to a wide variety of courses, degrees, and certificate programs with the technical and tutoring support needed to be successful.

The transition to higher education from secondary education can be challenging for some students who may not be ready for the independent work habits and more rigorous intellectual expectations. The migration to a co-located campus will help to provide a stronger bridge between these two worlds as the professionals involved at each level can more readily communicate and cooperate in preparing and implementing a successful transition to college. Both higher education and secondary education professionals will develop a greater appreciation for the roles and responsibilities of their colleagues, facilitating greater collaboration in promoting the success of each student.

Industry Partnerships:

Industry Centers of Excellence arise from needs in a specific employment sector in the region. The model we envision is that industry-specific training will be integrated into all other academic and applied learning at Many Flags/One Campus. Training will be industry sanctioned and will be provided when needed: on weekends, after the 3rd shift, intensively for short periods of time or weekly spread over a semester. On-line training will also be provided using the technology available at Many Flags/One Campus. As needed, MF/OC will seek approval from an industry sector to become an on-site testing/certification facility.

All training through these centers will result in eligibility for an industry-recognized certification or license, or will be recognized by business/industry organizations as necessary to the advancement of the industry in the region.

The Industry Centers of Excellence will be coordinated with the efforts of the Regional Educator Professional Development Center we envision for Many Flags/One Campus. The Centers will also be coordinated with the Career Services Office we envision for Many Flags/One Campus, which provides job shadowing, internships, apprenticeships, and work study experiences with the business community in the midcoast region.

In addition to the Marine Systems Training Center, other possible Industry Centers of Excellence being considered for MF/OC are:

- **Medical/Allied Health Professions**
- **Building Trades (Plumbing, Electrical, CAD)**
- **Energy Efficiency Industries (Solar Thermal, PV, or insulation installers)**
- **IT/New media professions**
- **Merchant Marine (AB/QMED)**
- **OEM training**
- **Professional Testing and Certification center**

As this application is being submitted, the Marine Systems Training Center (a program of the Maine Marine Trades Association) is the initial "Industry Partner" to be on the Many Flags campus.

Articulate your professional development plan to implement this philosophy:

The programs and structures we envision will require training of all high school and technical school faculty. Training will be provided in the effective use of Personalized Learning Plans and standards-based instruction and assessment. Training will be provided for high school faculty in project based learning. This is effective across all subject areas, but it will take time to learn the methodology and to practice this in each classroom. If this application is approved, coordinated training in these areas can begin in the coming year.

We envision our state-of-the-art facility with its central location in the midcoast area will become a regional professional development center for K-12 educators.

The vertical curriculum and program alignment described above will serve as an excellent source of professional development for all participants. This will be planned and coordinated in a manner that ensures the success of the work and the benefit to participants. This expands the benefits of Many Flags/One Campus to our middle school teachers, and possibly to teachers of our youngest students.

Plans for the facility will include the latest technology for distance learning. Even with the larger student enrollment, the number of teachers in some departments will still be small enough that providing local content-based training will be difficult. This means the ability to access training in other regions of the state or nation will

be essential. Teachers will have access to Blackboard through the higher education partners to assist with planning and learning by the adults.

Graduate programs will be available if there is a cohort of students to support them. Courses for recertification of teachers will be available. Courses for reauthorization of ed techs will be available as well as courses to support ed techs becoming certified teachers. In our region there will be a critical mass to support teachers seeking National Board Certification, and this coursework can be provided at Many Flags/One Campus as well.

Part II. Section 6. Describe the ways in which this project will result in reduced costs to the communities involved.

At this stage in the application process, we do not have the assistance of an architect to help with operating cost estimates. In addition, costing the items listed below with any precision would be impossible since the building project, as well as the full programmatic transition to the MF/OC model, will take place several years in the future. However, we are confident there will be savings with a single campus to replace two high schools, one technical school, two adult education programs, and facilities for higher education classes. We have organized our potential savings into the following categories:

Potential Staff Savings;

Program & Administrative Savings;

**Transportation, Food Service, Operation, Maintenance & Custodial Savings; &
Deferred Maintenance and Renovation Savings**

Potential Staff Savings (HS & CTE Center):

	<u>Current</u>	<u>Projected</u>
<u>Administration: 3 schools</u>		
HS Principals/Assistant Principals	3.5	3
Administrative Assistants	4.5	3
MCST Director	1	1
Administrative Assistant	1	1
<u>Counseling: 3 schools</u>		
Counselors/Social Workers	5	4
Administrative Assistants	2	1
<u>Library: high schools</u>		
Library/Media Specialists	2	1
Ed Techs: facility open 14 hr/day	2	2
<u>Adult Ed</u>		
Director	2	1
Administrative Assistant	1	1
<u>Athletics: high schools</u>		
Athletic Director	1.2	1

Coaches: reduction in varsity coaches will be partially offset by additional junior varsity and freshman coaches

Other Program and Administrative Savings (HS & CTE Center):

Shared Admin Cost Savings:

Accreditation dues will be reduced.

Summer master schedule days/stipends will be cut in half

Elimination of the following duplications:

- Library subscriptions.

- Software licenses and maintenance agreements.

- District members in professional organizations.

Student Activities Savings:

Stipends: cut in half for student council, yearbook, class advisors, drama, music, service clubs (partially offset by the addition of programs such as debate, chess team).

Savings through more efficient course offerings:

Small classes can be combined across 2 high schools in specialty areas such as AP classes, modern and classical languages, and specialty elective classes. This will provide the same rich curriculum in a more efficient manner.

MCST has no available space. New programs that could address 21st century skills, such as multimedia computer repair and networking, and merchant marine training, cannot be offered in existing space. Two satellite buildings present energy inefficiencies and safety concerns.

Professional Development savings:

Expanded graduate coursework will be available with reduced travel.

Regional professional development will reduce travel for neighboring districts as well as Many Flags/One Campus staff.

State of the art technology will reduce travel while providing training with a national group of co-learners.

Transportation, Food Service, Operations, Maintenance and Custodial Savings (HS & CTE Center):

Transportation: 3 schools

Savings by eliminating need to bus MSAD 5/MSAD 50 students to Mid Coast School of Technology.

Other transportation efficiencies will be addressed once RSU becomes operational, prior to Many Flags/One Campus.

Food Services: 3 schools

Savings due to combining two high schools.

Combined Nutrikids system and fees.

Incorporate MCST foods sciences program in preparation of foods served 9-16.

Provide a Food Court concept for the common facility between HS and higher ed with savings due to economies of scale.

Operations/Maintenance/Custodial: 3 schools

Custodial staff savings: unknown until actual square footage is determined.

Heating oil, electricity, water: savings due to efficient new physical plants.

Sanding and plowing will be more efficient and costs can be shared with the Higher Education Center and other MF/OC tenants.

Fields and grounds maintenance should be reduced with combined high schools and shared costs with other MF/OC tenants.

Potential Deferred Maintenance Savings and Deferred Major Renovations Savings (HS & CTE Center):

Deferred maintenance and major renovation work on three aging buildings can be avoided by a move to new facilities at the Many Flags/One Campus:

Rockland District High School:

In 2006 the consultants from V.F.A. Inc of Dexter, Maine estimated the following costs for RDHS:

\$8,900,000 (in 2006 dollars)

\$ 2,900,000 needed to meet current codes/standards and other immediate critical issues.

\$ 6,000,000 needed for other recommended improvements.

(see Attachment B. RDHS "Consolidation Committee Report" 2006)

Georges Valley High School:

The estimates of Lewis and Malm Architecture (completed in 2000 and adjusted for inflation to 2006 dollars) indicated the following maintenance and major renovation costs for GVHS:

\$10,560,000 (in 2006 dollars)

\$ 960,000 to meet current health and safety code/standards issues

\$ 6,900,000 for top priority maintenance/renovations

\$ 3,000,000 for other recommended improvements

(see attachment A. "GVHS Future Options Taskforce Report" 2005)

Mid Coast School of Technology:

The main MCST building was originally an industrial boat building facility with very high ceilings, inadequate insulation and ventilation. It is anticipated that a move to a new facility would provide significant savings in heating/cooling and air handling costs.

Critical improvements and maintenance include:

\$ 250,000 for driveway/parking area

\$ 100,000 for ventilation heat recovery renovations

Upgrades to hot water and boiler system are also needed now (cost unknown).

The technology infrastructure (electrical, phone, internet connectivity, and surge protection) is inefficient and upgrades are limited by physical constraints. To extend infrastructure to our satellite buildings entails extensive excavating work. Carpentry and marine building trades have inadequate space and are currently unable to isolate dust and fumes from other

Attachment A.

Georges Valley High School
“Future Options Taskforce Report”
Nov 2005



Report of the Georges Valley High School Future Options Task Force

To the MSAD 50 Board of Directors

November, 2005

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I. Findings, Vision, Recommendations

Major Findings

- 1) The Georges Valley High School (GVHS) Futures Task Force was set up in the fall of 2004. Its members include parents, teachers, students, and Board members from Thomaston, Cushing, and St. George. The Task Force met a dozen times; sponsored an enrollment study; listened to presentations by experts in high school education and architecture; visited 3 high-performing Maine high schools; held a community forum; reviewed national and state research; studied performance data; and listened to students and business people. In the process, the group traveled from a beginning point of many different perspectives, to a unanimous vote of approval (from the members present) for the recommendations that follow at its November 3, 2005 meeting.
- 2) Georges Valley High School enrollment is projected to decline to a level of around 250 students in the next ten years. The research we conducted (by visiting other high schools, consulting national literature, listening to experts) indicates that high schools need at least 400 students in order to provide a rich and varied academic program for optimal learning. One exception is in a community with a very large industrial and commercial property tax base.
- 3) The current educational program of GVHS appears to be in the mainstream of Maine high schools resulting in average performance. Task Force members see a number of areas where the school can improve its educational offerings in the near term, independent of any steps to upgrade or replace the current building.
- 4) While distance learning is currently underutilized at GVHS and other Maine high schools, Task Force members are not convinced that distance learning could completely fill in the gaps that would be created by a lower enrollment and fewer teachers at GVHS.
- 5) The existing GVHS building will need major physical upgrading in order to be suitable for another 25 years of use. The cost of such rehabilitation approaches the cost of building an entirely new high school. In addition, rehabilitation would not be nearly as effective as new construction from an educational standpoint, because today's high school buildings are designed differently in order to accommodate the new set of knowledge and skills students will need to be successful in the 21st century.
- 6) Under current state rules, neither a rehabilitation of GVHS, nor the construction of a new GVHS, appears to meet current state standards for financial assistance – because there will be fewer than 300 students while at the same time other options exist nearby with

which GVHS could consolidate. Therefore the costs of either would fall entirely on local taxpayers.

- 7) One way to enrich the learning experience for high school students, and to broaden their aspirations, is to co-locate the high school on a campus with other educational institutions. An effort underway in the midcoast area known as "Many Flags/One School" is seeking to create a new campus with the Midcoast School of Technology, the Kennebec County Community College, and several branches of the University of Maine. Task Force members are intrigued by the possibility of joining in this effort and co-locating a new GVHS – or consolidated high school of which GVHS is a part – with these additional educational institutions.

On the other hand, the complexity of such an endeavor, and the need for simultaneous funding and approval from multiple organizations^a, leaves some Task Force members worried that GVHS could waste years waiting for a big dream that might never happen.

- 8) The consolidation of GVHS with a neighboring high school offers several advantages:
 - a sufficient school size to support a diverse and rich academic program;
 - per-student cost-savings in the construction and operation of the new school;
 - the greater likelihood of being accepted into the campus-like setting as is being proposed above, because more School of Technology member municipalities would be participating in the high school;
 - the possibility – not assurance -- of state assistance for construction, because the minimum size threshold would be passed.

On the other hand, parents on the Task Force are concerned about the social compatibility of GVHS with neighboring schools; about whether small rural towns will get fair treatment; about the nature of the cost-sharing formula; about whether other districts share MSAD 50's philosophy of education; and about a variety of other factors, including safety, driving distance, and so forth.

- 9) It is impossible to project property tax implications of the various options we studied, because it is impossible to predict future changes in school funding formulas and school construction grant terms. But in order to get an "order of magnitude" understanding of the property tax impacts of the various options, our consultant (Planning Decisions) made

^a The University System and Community College System would need approvals from their boards, and probably additional funding from the Governor and Legislature, for their buildings. The Midcoast School of Technology would require votes of approval from its board, from member school districts and municipalities, and would also need state aid for construction. All this would be in addition to the requirements that Georges Valley High School, and possibly a partner school district, obtain board approvals, municipal approvals, and state aid for the construction of a new high school.

calculations of what might have been the impact on owners of \$200,000 homes in Cushing, St. George, and Thomaston, had the option been implemented last year (and had enrollments projected for 2010 actually occurred last year).

The fiscal findings are these:

- The simple reduction of students would have resulted in an increased property tax assessment last year of about \$100 on a \$200,000 house in Thomaston, and an increase of about \$200 in Cushing (there is no difference in St. George);
- Had the school been rehabilitated according to its 2000 study by Lewis and Malm, local assessments would have been between \$200 and \$425 higher for a \$200,000 home in the 3 communities;
- Had a new school been built at local expense last year (for the smaller number of students), assessments on a \$200,000 house would have gone up in the range of \$250 to \$600, depending upon the cost of the project;
- Had a new school been built with state assistance, there would be no additional effect on Cushing or Thomaston (above that described above from the loss of students), and the owner of a \$200,000 home in St. George would see an increase in the \$200-\$250 range.

In sum, new construction or rehabilitation without state assistance will place a significant burden on area property tax payers.

Our vision

Many of us began our work twelve months ago with an overwhelming concern about losing our school, and a desire to hold on to what we have. After a year of study, our interest and perspective has shifted entirely, to that of embracing the future.

High school education is in an exciting time. There are new ways being developed to teach students to be self-directed learners, to involve them in the community, to connect them through technology to the wider world, to build their skills and self-confidence. Our high school is already moving in this direction, with its mission statement and goals, but we want to speed up the process in order to give the students of our three communities the very best high school education that can be offered and afforded by the its taxpayers.

We have found that this can be done, and in fact is being done today in other communities in Maine, without breaking the bank. However, it requires a "critical mass" of students and resources beyond what we have or are projected to have at Georges Valley; and it requires collaborative relationships with institutions of higher education that can best be developed when those institutions are nearby.

It is the good fortune of the parents and students of our three communities that, independently of our work, a group of business leaders in the midcoast region is actively trying to create the same kind of state-of-the-art learning environment. The campus being proposed by the "Many Flags/One School" coalition would create resources for our students that would be unparalleled in Maine, and rare in the entire country. Our students would arrive and be presented with an array of opportunities for technical courses, for advanced placement courses, for college courses, for meeting and learning from talented seniors and retirees. It would be a community center where people of all ages came for continuing education, for performances, for exhibits.

We are excited by the possibilities, and this is the vision that underlies the recommendations, which follow.

Recommendations

- 1) We strongly support the idea of co-locating a new high school on a campus with other educational institutions, as is presented in the "Many Flags/One School" concept, and therefore recommend that the MSAD 50 Board of Directors send official representatives to join in the discussions with the Many Flags/One School effort to see if the concept can be realistically developed within a reasonable period of time. We believe that a setting in which Georges Valley High School students can take technical classes and college courses to supplement and broaden their learning has both educational and social advantages.
- 2) Second, we believe that, inside or outside such a campus setting, Georges Valley High School students would benefit from a broader array of courses and extracurricular activities if another high school joined GVHS as a partner in the construction of a new building, and local taxpayers would benefit from possible state aid in constructing such a consolidated high school. Therefore we recommend that the MSAD 50 Board of Directors meet with the boards of other midcoast districts to see whether there is interest in the possibility of collaborating on a new high school, and whether the appropriate conditions are present for a successful collaboration..

An appropriate partner for GVHS would have to be of modest size, share a common educational philosophy, prepare incoming students in a comparable way, be close enough that transportation would not be an issue, and be compatible in numerous other ways. We do not know whether such a partner exists, and we felt it was beyond our charge to engage in such discussions with other districts. However, having concluded from our research that a high school in the 400 to 900 range offers the most educational possibilities for students, and that the state might help fund the construction of such a high school, we believe that such discussions are worthwhile to pursue.

- 3) If, by January of 2007, there is no reasonable progress towards these efforts at collaboration, we recommend that the MSAD 50 Board of Directors proceed to hire its own architect and

begin the planning process for building its own independent high school building at local expense. We are strongly in favor of the campus concept. We also think the idea of partnership with another district holds promise. That is why we recommend exploring both options. But it is possible that the campus concept will not come to fruition, and it is possible that a compatible neighboring district cannot be found. In that case, MSAD 50 is left with the options of rehabilitating its current school, or building a new local high school, at local taxpayer expense. Our preliminary research indicates that new construction would be more cost-effective. Therefore, we recommend that, in the event that insufficient progress is made in collaborative arrangements in the coming year, the MSAD 50 Board of Directors proceed to begin the planning process for acting on its own.

- 4) Finally, while all of these Board efforts are going forward, we recommend an intensive effort at the high school itself to implement the new teaching philosophies and methods. Through visits to new schools, presentations by educators, and the reading of state and national educational studies, the Task Force has become aware of the new kinds of teaching methods and models used in state-of-the-art high schools. The teachers and students of GVHS have already endorsed these principles as set forth in the GVHS mission statement and as presented in the GVHS –Gates Foundation video which we watched. We are very excited about these teaching methods, and would like to see GVHS adopt them as quickly as possible. There is no need to wait until a new building arrives to implement such ideas; in fact, the experts we spoke to said that new buildings work best when teachers and students believe in and practice the new pedagogies already. Therefore we urge the Board and administration to pursue such reforms with the assistance of the Mitchell Institute, Gates Foundation, and other resources.

II. Purpose

In the fall of 2004, the School Board of Maine School Administrative District 50 set up a Georges Valley Future Options Task Force to make recommendations on the future for high school education in the district. Members included parents, teachers, students, and board members from Thomaston, Cushing, and St. George. Members of the Task Force include:

Chair: David Emery

Members: Sue Cerridwen
Ray Doubleday
Mariellen Eaton
John Frye
Susan Harper
Aimee Sanfilippo
Kim Simmons
John Webster
Bethany Yovino

Former members: Sue Ferra
Ricque Finucane
Thora Maltais
Stephen Ranney

Support: Judy Harvey
John Spear,
Frank O'Hara and Tabitha Plaisted, Planning Decisions, Inc.
Stephen Spring, Mitchell Institute

Over its year of existence, the Task Force has met 12 times; held one public forum in the spring of 2005; visited three high schools; evaluated an enrollment study; read a number of relevant reports and studies about high school educational options; and listened to presentations from various experts.

The Task Force adopted the mission statement on the following page to guide it in its work.

The mission of the Georges Valley Future Options Task Force is to:

- *Advise the School Board on the best type and scale of facilities for high school education over the long term (10 to 20 years).*
- *Provide such advice in furtherance of the goal of providing educational quality in a cost-effective way.*
- *Consider, in making its recommendations, probable future enrollment; changes in future high school curriculum and teaching methods necessitated by community goals, "best practice" thinking, new technologies, and federal and state mandates; the condition and suitability of the current facility; and the potential for collaborations with neighboring school districts and other possible partners.*

III. Two Problems

MMSAD 50 towns face two problems in looking at the future of high school education in the area:

1. Will there continue to be sufficient enrollment to support a first-class high school education in the district?
2. Will the current building remain suitable for supporting future educational needs?

1) Declining enrollment

According to a Planning Decisions, Inc., study prepared in January of 2005, high school enrollment at Georges Valley High School is projected to decline from 339 in 2004-5 to 247 by 2010-11 -- or by more than 25%.

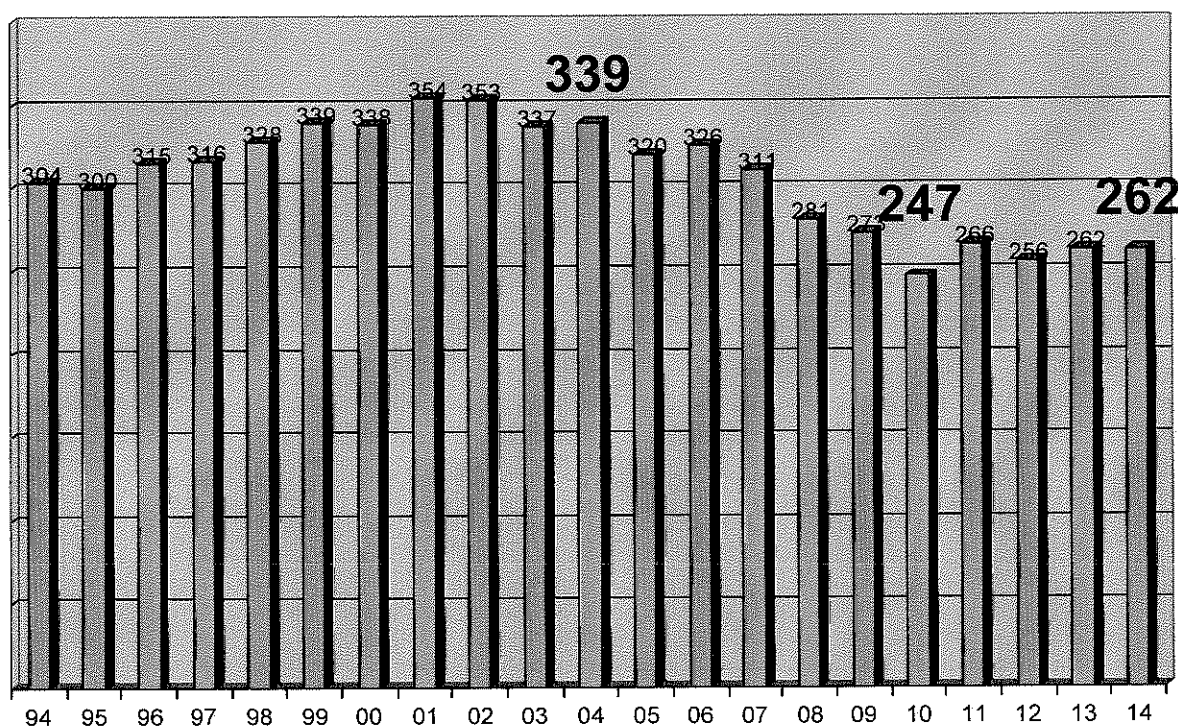
Table 1: Projected High School Enrollment, MSAD 50

	Thomaston	St. George	Cushing	TOTAL
2004-5 (actual)	154	118	73	339
2005-6	140	115	69	319
2006-7	132	114	80	327
2007-8	116	113	79	311
2008-9	102	97	76	281
2009-10	93	93	87	273
2010-11	82	79	85	247

This is expected to be the case even though housing units have been added at a rate of about 60 units a year during the last five years. Historically, most of the new housing has been occupied by older families or individuals, past child-bearing age. For the five year period from 2000-1 to 2004-5, first grade enrollment averaged 67 children. Of these, on average 64 had been born in the 3-town MSAD 50 region, and only 3 were due to in-migration -- even though hundreds of new housing units were added during this period.

Looking at earlier grade levels and moving them forward is the most accurate method for projecting high school enrollment in the next five years. With most classes in the elementary grades having between 60 and 70 students, and with little in-migration of young families occurring in the area, it can be anticipated that high school classes will run around the same level – hence a projection of around 240 students.

Figure 1: Historical and Projected GVHS enrollment



The Task Force is relying upon the general trends of this report proving true as a basis for the recommendations in the following pages. If in fact high school enrollments do not go down as predicted, it might significantly change the Task Force's recommendations (note: at this point enrollments are actually below those which are projected).

2) An aging facility

Georges Valley High School was built in 1963, over forty years ago. The original 38,000 square foot building has had two additions. In 1987 a 7,000 square foot East Addition was built, housing two art rooms, the library, music room, and a classroom. In 1997, four classrooms were added in the 5,500 square foot West Addition.

The report of the Visiting Committee of the New England Association of Schools and Colleges in October, 2004, had this to say about the physical drawbacks of the building:

"Current space compromises teaching and learning. Social studies, science, and music teachers must ravel from room to room with supplies. The music teacher must roll her piano, podium, and white boards from the music wing to the gym via the main hallway for two separate classes. This takes valuable time away from teaching and also limits course offerings in two disciplines. The gym also serves as the space for concerts, other classes, and school meetings. Moving equipment for each use of the gym means less time for student learning. In order to compensate for the art program's limited space, the teacher instructs several different art classes in the same room at the same time. Because of limited classroom space, students are on a waiting list to enroll in the fine arts classes. The nurse's office is too small and lacks privacy for more than one student. The media center is too small to serve the diverse media needs. Classroom supplies and equipment are stored at a distance from classrooms and, in many cases, at community members' barns and teachers' homes. Thus, classroom materials are not easily accessible to students and teachers, impacting teaching and learning. Equipment stored at the school is often in areas accessible to students, creating a hazardous safety situation. These space constraints impact instructional programs, sports, and musical productions..."

"Georges Valley High School, given its age, is well maintained and is in compliance with all local, state, and fire, health, and safety codes... Although... the school is not in full compliance with the federal (ADA) regulations regarding accessibility. Entry doors, several bathrooms, locker room showers, and the darkroom are but a few of the areas of inaccessibility for handicapped students, parents, and visitors. Inaccessibility is not only unlawful but denies students equal standing to an equitable education." (pp. 70-72)

Most of these points have been made in prior studies. The most systematic recent study was done by the architecture firm of Lewis + Malm. The firm evaluated the building in 2000 and identified \$7 million in possible improvements. Some of the items in the report have been addressed in the interim, but as the Visiting Committee report shows, most of the larger issues still remain.

**Table 2: Facilities Planning Study for GVHS in June, 2000
by Lewis + Malm Architecture**

	Health/safety	Top priority	Other
	<ul style="list-style-type: none"> • Access improvements to meet Americans with Disabilities Act (ADA) requirements • Fire alarm • Ventilation • Asbestos tile replacement 	<ul style="list-style-type: none"> • Expand library • Add storage • Add computer repair room • Expand cafeteria • Add conference, admin space • Add auditorium • Expand art/ music rooms • Electrical upgrades • Heat/smoke alarms • Upgrade wiring • Upgrade heating • new lockers • new insulated windows, doors • exterior paving, drainage, landscaping 	<ul style="list-style-type: none"> • add classrooms • add science lab • Add offices • Add distance learning room • Add coach's offices/storage • new lighting • new intercom • new wiring • new gym floor and bleachers • new window blinds • add athletic field • bus garage
Cost in 2000 \$	\$463,000	\$3,324,500	\$1,489,000
w/ contingency	\$555,600	\$3,989,400	\$1,786,800
w/ soft costs	\$666,720	\$4,787,280	\$2,144,160
Total in 2006 \$	\$960,077	\$6,893,683	\$3,087,590

The total cost estimated in the 2000 study, after contingencies and soft costs were added in, was \$7.9 million in 2000 dollars. While there is no national inflation adjuster for school construction, FW Dodge estimates that school construction inflation has been 11% per year from 2003-2005. Assuming that it was half that rate the prior four years (coming out of recession), this would be a 44% increase in 6 years – and would put a price tag of \$11.4 million on this list today. It should be noted that recent architectural advancements in school design might lead to a different priority list today (see page 21 for remarks of architect Dan Cecil).

IV. Financial Considerations

1) Declining enrollment means declining annual state aid

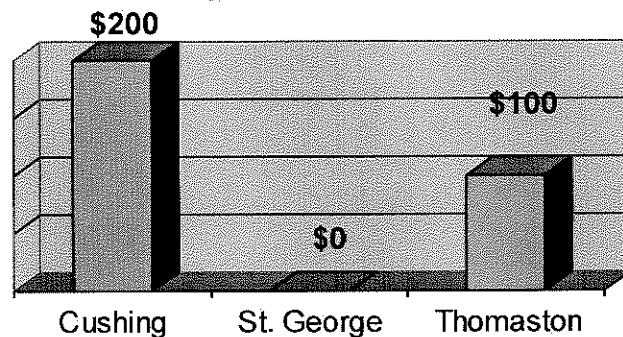
By way of background, the budget for Georges Valley High School and other secondary programs in 2005-6 is about \$2.4 million, or about 21% of the total MSAD 50 expenditures of \$11.3 million.

Of the total budget, after small special funds are removed (such as balance forward, capital, other), 19% is covered by state subsidies, and 81% by local assessments.

Having fewer students attend GVHS means GVHS receives a lower state subsidy. Many factors enter into the state subsidy calculation, but to give an idea of the order of magnitude difference fewer students would make, Planning Decisions has estimated what the state reimbursement might have been this past year if the high school had 91 fewer students (the projected level for GVHS in 2010). At the lower level, the estimated state contribution to the District would have been \$337,000 less than is currently the case (\$1.66 million instead of \$2.00 million).

Because the distribution of students among the three towns is projected to change as well – with Cushing actually gaining students (see Table 1) – the distribution of the increased cost would fall disproportionately to the owners of homes in Cushing (note that St. George taxes would be level).

Figure 2: Difference in property tax on \$200,000 assessed house if projected 2011 enrollments had existed last year, and high school budget was the same (rounded)



Alternatively, to hold the school budget at the same level would require a reduction of approximately 5 to 10 administrators, teachers, and/or support staff.

2) The state won't provide aid for high school construction or rehabilitation for a school with fewer than 300 students

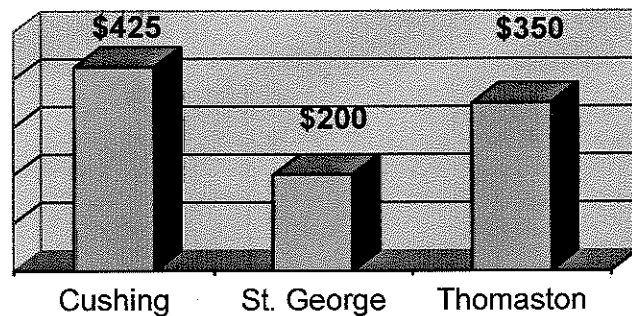
Because schools are so expensive to rehabilitate and build, Maine State Government has a program to assist communities with the task called the "Major Capital Improvement Program." Applications are open to get on the funding list every few years. The next window of opportunity is in June of 2006.

MSAD 50 submitted an application for funding for the capital improvements identified above in 2001. The proposed GVHS project ranked 50th out of 92 applications – well below the level needed to be competitive in order to receive funds. An analysis conducted for the District in November 2003 ("Long-Term Budget Planning Discussion Paper") concluded that "... it is clear that GVHS, with its small size and declining enrollment, is very unlikely to secure state funding for the proposed addition/renovation."

MSAD 50 towns are permitted to fund the rehabilitation with local money. An \$11 million rehabilitation project – as roughly estimated by Lewis and Malm -- funded with a 15 year loan at 2.9% through the Maine Bond Bank, would cost, on average, \$1,050,000 per year in interest and principal in today's dollars. This would translate into an additional

increase in local property taxes of over \$350 for a \$200,000 house in Cushing or Thomaston for a rehab of the High School.

Figure 3: Difference in property tax on \$200,000 assessed house if projected 2011 enrollments had existed last year, and \$11 million rehab program financed locally



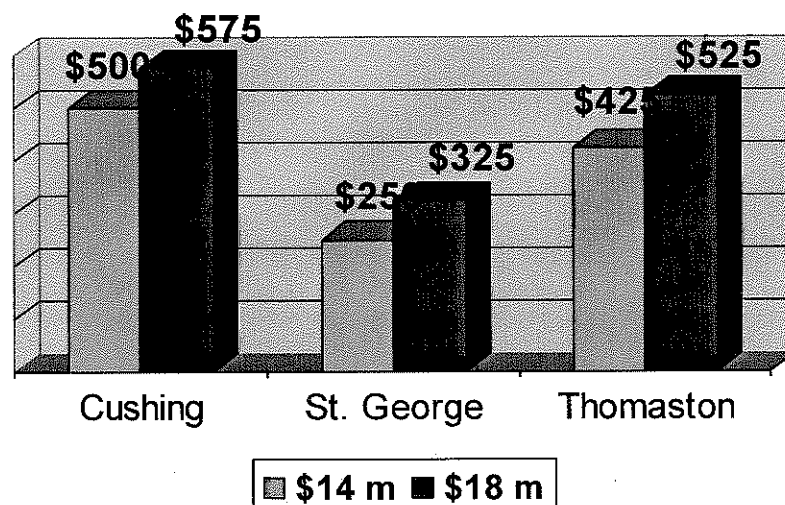
3) Similarly, with new construction, the state will only assist in financing a high school project that has more than 300 students.

The alternative to rehabilitation is new construction. Making two estimates – one based on New England data on costs/square foot and square feet/students from the February, 2005 issue of School Planning and Management Magazine, and the other taken from data provided by the Maine Department of Education and FW Dodge reports, Planning Decisions estimates that a new school for 300 students would cost in the \$12.5 million to \$15 million range. Commission members felt that the actual construction costs would be higher, so the range was increased from \$14 million to \$18million.

When it comes to state aid, the same principles apply as for rehabilitation – no schools with under 300 students will be funded.

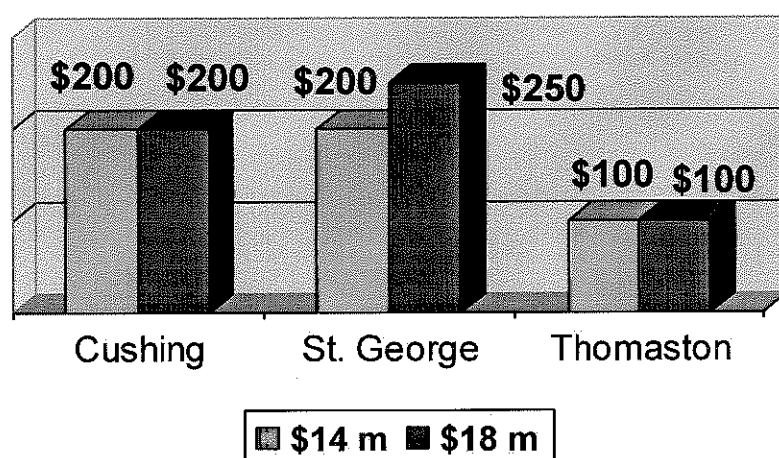
Looking back on the hypothetical example, if a new \$14 million high school had been built last year, and there were 250 or so students enrolled, the taxes on a \$200,000 home would have gone up from \$250 to \$500 if the school had been financed entirely with local money; but it would have increased only between \$100 to \$200 if state aid had been available. For an \$18 million high school, funded totally at local expense, taxes would rise by \$325-\$575 for the \$200,000 home.

Figure 4: Difference in property tax on \$200,000 assessed house for new \$14 or \$18 million school if projected 2011 enrollments existed last year, no state aid



Conversely, if state aid was available, the property tax impact on a \$200,000 home would be none in Cushing or Thomaston (the increase in Figure 5 below is totally due to the reduced students, which is the same effect as is shown in Figure 2). However, property taxes would increase by \$200 to \$250 for a \$200,000 home in St. George, because under the state formulas, St. George is not yet at the maximum tax effort.

Figure 5: Difference in property tax on a \$200,000 house for a \$14 m or \$18 m school if projected 2011 enrollments existed last year, with state aid



Summary points

The figures above are not “projections.” No one can say what the state funding formula will look like in five years, or how MSAD 50 will do relative to other school districts. But by looking at what might have been different if these changes had been in effect last year provides an “order of magnitude” statement of the potential the property tax impact of different alternatives. What the exercise shows is that:

- Thomaston and Cushing taxpayers will be under some financial pressure in coming years even if nothing is done to the building, due to changes in enrollment patterns

- There is not a huge difference in cost between a major rehabilitation of GVHS and building a new high school
- If either option is pursued without state aid, the increase in local taxes could be significant
- If there is state aid to help build a new school, there is no added cost to taxpayers in Thomaston and Cushing (beyond the impacts already present from the reduced enrollment), and only a modest added cost to taxpayers in St. George.

V. The Context of Changing High School Education

The bar for high school education performance is rising, and new teaching methods are being developed to meet those new standards. This section briefly discusses these changes, and their implications for the future of GVHS.

1) Where GVHS High School students stand on state and national tests

Superintendent Judy Harvey provided the Task Force with available student achievement data on GVHS graduates at its meeting on January 10, 2005. Here are key points from that summary:

- Georges Valley High graduates attending the University of Maine feel well-prepared for college-level coursework (75%) and have higher mean grades than other Maine high school graduates at the University in English, math, foreign languages, social studies, and physical sciences (lower in biological sciences);
- But GVHS graduates at the University tend to have less confidence than other Maine high school graduates in their career choices;
- Only 41% of GVHS seniors took the SAT test in 2002-3, compared to 70% statewide; of those who did take the test, GVHS students scored close to state and national averages in verbal, and below state and national averages in math (480 GVHS, 501 state, 519 national).
- More GVHS students took advanced placement exams (10%) than state (6%) or national (7%) averages, but they scored lower than state or national averages (52% of GVHS test-takers getting a 3, 4, or 5, compared to 62% of Maine test-takers and 60% nationally).
- GVHS juniors score close to state averages in tests on reading, math, and writing in the Maine Educational Assessment – still, almost 40% of math students did not meet state standards.
- GVHS has a similar high school graduation rate to the state average (86% in 2002, compared to state at 87%); but fewer GVHS graduates plan to go to post-secondary school (66% compared to 69%), and fewer actually carry through on their plans (51% compared to state average of 55%).

In short, the student performance data puts GVHS in most cases around the middle of high schools in the state, but with a lower than average performance on science and math (at UMaine, SAT, MEA), and slightly lower in post-secondary attendance.

2) Comments of the Visiting Committee in 2004

The Visiting Committee to Georges Valley High School, referred to earlier, consisted of 14 educators from around Maine who spent 4 days at the school. Their visit was preceded by an 18-month "self-study" process in which GVHS teachers and students evaluated their own performance along scales provided in the process. The Committee found many examples of strong individual performance, but noted that more work needed to be done to implement systematic improvements school-wide. Here is a sample of their observations from the "Overview of Findings" section (pp. 4-6):

- *"Curriculum guides are available for all disciplines. Most guides are aligned to the school's expectations for student learning, and some guides are also aligned to the standards of the Maine Learning Results, but this is not done in a standardized and consistent manner."*
- *"Review of student work indicates the need to emphasize depth over breadth in all levels and to examine the issues of academic rigor and equity of academic programming for all students."*
- *"While a number of teachers at Georges Valley High School are employing a wide variety of instructional strategies... many others use traditional teacher-centered methods."*
- *"A number of teachers are using a wide variety of assessment tools to measure student progress in individual areas... However, such practice is not universal as no formal plan is in place school-wide to collect, analyze, and employ student assessment data to review and revise curriculum and instructional practices."*

3) Brainstorm perceptions of Task Force members

The Task Force made a "brainstorming" list of perceptions that they and other community members had about the current Georges Valley High School. These are not "scientific" observations, but rather impressions. As such, they present a picture of the kinds of things people appreciate about GVHS, and the things they would like to see improved (see Table 3 below).

Table 3: GVHS strengths and weaknesses

Positive	Negative
<ul style="list-style-type: none"> ○ Good student-teacher ratio ○ Opportunities for participation in extracurricular activities ○ Availability of computer technology ○ Feeling of community within school, and in the towns ○ Safe ○ Everyone knows everyone ○ Good adult contact and relationships with students ○ Good community involvement – merchant sponsorships ○ Perception that there is less substance abuse than at other schools ○ No gangs ○ No graffiti ○ Physical plant is well-maintained ○ Low drop-out rate ○ Lot of mixing, fewer cliques, less social stratification of larger schools ○ Grounds adequate for expansion ○ 3 schools at 1 site ○ Successful programs with Tech school ○ Parents know where kids are, who they're with ○ Stable faculty ○ Many faculty went to GVHS – had a positive experience, feel loyal ○ Trekkers add real world experiences for students 	<ul style="list-style-type: none"> ○ Expensive student-teacher ratio ○ No auditorium ○ Poor landscaping ○ Parking lot is not paved, feels "sterile" ○ Limited diversity of student population ○ Library space inadequate (and location should be central in the school) ○ Limited course offerings ○ Low participation in some classes ○ Flagging student motivation ○ Staff turnover in sciences ○ Lack music, storage space ○ School is "invisible" to adults once children graduate ○ Needs more activity to draw community in (e.g., performances) ○ Gym is overscheduled, too small ○ No adult ed ○ Substance abuse problem exists (and sometimes parents are cause) ○ Age of physical plant ○ Small staff – less teamwork, less of an incubator for new ideas ○ Guidance department good at crises, not as good at college and career counseling ○ Low college attendance rate ○ Miss broad horizon of larger high school ○ Isolated ○ Not enough personal learning for "middle" students ○ Community is stretched to support high school in terms of money and volunteers ○ Doesn't function as community center ○ Hard to recruit teachers ○ Problem in chemistry/physics ○ Not enough variety of teaching styles – no option if student doesn't learn well from 1 teacher in a small department ○ Students need more "real world" experiences

4) Goals of students and teachers

A mission for the Georges Valley High School was created in 2001 by a committee of students, parents, teachers, the principal, and a school board member. The faculty approved the statement that same year. It reads:

The mission of Georges Valley High School, in partnership with home and community, is:

- *To create an environment of intellectual curiosity and creativity through a full slate of courses, services and activities.*
- *To strive to empower each student to realize their highest learning potential.*
- *To promote individual dignity and self-worth while preparing each student to contribute to a dynamic global community.*
- *To encourage each student to solve problems individually and cooperatively in the school, community and workplace.*

A recent exercise in preparing a Gates Foundation grant gave teachers and students a chance to describe their vision for how this might be achieved. The medium they chose was a video written, filmed, and enacted by students. The Task Force watched the video at its January meeting. Key concepts in the video included:

- individual learning plans;
- split school days (half on campus, half on projects on or off campus);
- involving students in (for credit) volunteer/intern/work assignments at community resources (UMaine at Thomaston, local businesses, social service agencies, TV/radio stations);
- eliminating tracking – integrating vocational programs into the overall curriculum;
- everyone with a laptop,
- CD portfolios,
- digital camera, projector and “smart boards” in every classroom;
- use community people as teachers – apply the Senior College model to high school education;
- have “school within a school,” writing labs;
- create local businesses (such as aquaculture), grow food for cafeteria;
- increase teacher professional development.

5) Educational reform ideas in Maine

The concepts set forth in the student video are in line with the kind of high school reforms envisioned in Maine and the nation. Nationally, the key reference book for reform is Breaking Ranks II: Strategies for Leading High School Reform, 2004, National Association of Secondary School Principals. Here in Maine, a reform agenda is implied by the State of Maine Learning Results (1997), and described in detail in a report entitled Promising Futures: A Call to Improve Learning for Maine's Secondary Schools (1998). Both of the latter are publications of the Maine Department of Education.

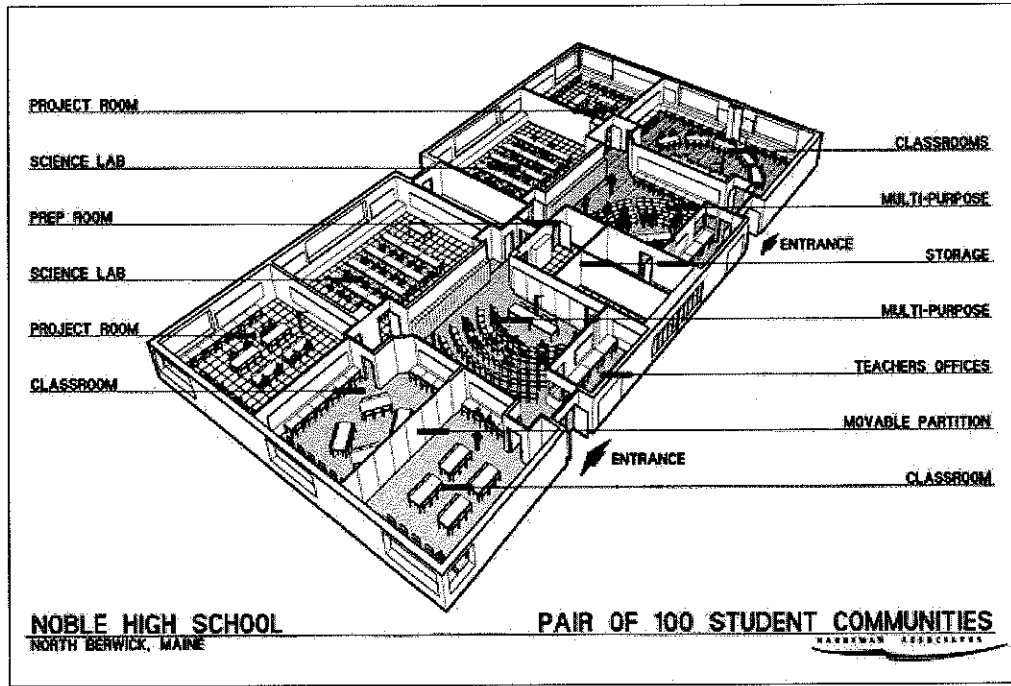
Duke Albanese, the State Commissioner of Education when both of these reports were published, and Dick Durost, the Director of the Maine Principals Association, came to GVHS on May 3rd at the invitation of the Task Force, and spoke to a public audience assembled in the gym. Both emphasized that high school size was not the essential determinant of educational quality, but the nature of the teaching. Other ideas they emphasized included:

- rigorous high standards for all students, not just the high performers
- real-world experiences at businesses and in community
- closer integration of technical education with general high school education
- exposure to classes in university and community college settings
- different settings for learning – large group, small group, individual
- use of technology to empower students to control own education

6) Implications of new educational theories for organizing space

In October Dan Cecil, an award-winning school architect from Harriman Associates, presented a power point show on the implications of new methods of teaching for school buildings. The new technologies of education, and the new approaches to learning, require more of a mix of spaces than was true in the 1960s – small rooms for conferences, large rooms for presentations, flexible classrooms, etc. The long central corridor with equal size classrooms on each side model is not well-adapted to this kind of pedagogy. Below is a section of the award-winning Noble High School in North Berwick that provides an example of the different kinds of learning spaces used there.

Figure 6: Classroom layout of Noble High School



7) Summary of implications

The previous section described the financial challenges of preserving the status quo. This section describes why the status quo will not be good enough for the future. The challenge MSAD 50 faces is not only to keep the good things GVHS now has, but also to continually upgrade educational performance for tomorrow's students.

VI. The Question of "Critical Mass"

In the spring Task Force members visited three different high-performing high schools to see whether there were lessons for MSAD 50. The three schools included:

- A high school that integrates technical education into the day-to-day curriculum (Oxford Hills);
- A consolidated high school along the Midcoast (Camden);
- A high school with enrollment close to 250 (Monmouth Academy)

A particular interest of the Task Force was the question of "critical mass." How many students were needed to support a curriculum that offered choice and variety? On the other hand, how many were "too many" and left some students feeling lost?

The Task Force heard reports on the schools in March, and also reviewed national research. Here is what we found.

1) School visits

Monmouth Academy gets excellent academic results with low administrative overhead, and only 240 students. Faculty eat with students, fill in for each other when trainings arise, and are close to students. However, because of the small size the curriculum has few electives and AP courses. Scheduling is a jigsaw puzzle. Some students who want to take both band and physics are shut out of one or the other because of scheduling issues that result from not being able to offer enough sections of each subject area. Students end up being tracked, even though that is not the intent. Top kids tend to take a specific menu of courses which tend to be offered only once in the schedule. The principal felt that 400 students was an ideal number to provide the breadth of programming needed; he also felt that Poland High School is an interesting model. The Task Force drew these lessons from the Monmouth example:

- a family-oriented setting is important (like St. George also)
- team-teaching is key for communication among teachers
- perhaps "depth" could be found externally
- the fewer the towns, the more people feel local control

Oxford Hills Comprehensive School is a very large school – 1300 students – but with an impressive integration of vocational learning, lots of extracurriculars, and also a team structure designed to give students a "home" in a smaller group within the school.

Before the tech school and high school were combined there were 230 students enrolled in tech classes; now, with classrooms side by side, over 500 take tech classes. Students are organized into "teams" of 80, and are taught by 4 faculty who work closely together to integrate curriculum. Once students have completed the 10th grade, a number of pathways are available for them. There is a college bound group, 40-50 AP students, and many paths through the vocational school. The school feels that it serves all of its students well because of the greater choice available in junior and senior years.

The school offers a wide variety of extra-curricular activities, a total of 21 clubs, academic teams and other student groups were listed on the web site. The school also has between 13-14 interscholastic athletic programs to choose from. There is considerable presence of the community within the school. A single example is a branch of the Norway Savings Bank, supervised by a bank employee, and staffed by students.

Next door to Oxford Hills High School is the Western Maine University and College Center. The Center opened in 2004, and includes a branch of the University of Maine, the Community College System, and the Western Maine Community Action Career Center. Thus students have opportunities to take higher education courses as well.

Lessons from Oxford were:

- choice for students is good
- tech school participation is key to its success
- mixing tech kids into the classrooms helps provide total integration
- humanistic design – students at the heart – makes even a large school feel small
- team structure also creates small school experience

Camden Hills Comprehensive High School is a school of 724 students from Hope, Lincolnville, Appleton, Rockport, and Camden. It is a recent merger along the Midcoast, so the social aftereffects of consolidation are still fresh. They include the fact that small towns feel left out, that the location of the school is key to how much people identify with it, and that you must consciously provide a new identity for the new institution. The school has a comprehensive academic program, and good college placements. Observations from the Task Force on the Camden experience included:

- socio-economic range can be an issue in a consolidation if two communities have different backgrounds
- Camden does not use the team structures of Oxford Hills, and that may contribute to a feeling of being "lost" for some students
- dress and behavior expectations are important

Table 4: Comparative data from high schools, FY 2003/4

	GVHS	Monmouth	Oxford	Camden
HS students	347	259	1,243	1,285
Cost/student	\$9,086	\$7,651	\$7,480	\$9,811
% State aid	18%	50%	42%	10%

In summary, the three schools gave mixed answers on the question of "critical mass." Two of the principals - one from a school of 240, the other from a school of 725 -- supported a size of about 500 in a high school as providing a balance between size and curriculum. But the Oxford Hills example demonstrated that a even a very large school could maintain great academic choice and diversity without losing a small school feel and intimacy - so long as a team teaching and classroom organization promoted such feeling.

2) National research

The Committee reviewed several studies regarding the relationship between school size and school performance. One study reports that, generally, the most effective size for a high school is 600-900 Students.^b Students in smaller schools or considerably large schools [over 2100] tend to learn less. Consistently large schools were found to impact low SES [socio-economic status] students more negatively than other groups of students.

One study on high school size in rural schools in Maine^c reports the following trends:

1. There is no relationship between school size and student achievement measured by the Maine Educational Assessment tests (MEAs).
2. High school graduation rates tend to increase as school size decreases. The highest rates of graduation were in schools with less than 300 students, and in schools with 600 to 750 students.

^b Valerie E. Lee, University of Michigan and Julia B. Smith Western Michigan University [Lee 1997]

^c Does high School Size Matter for Rural Schools and Students? Veronica A Gardner; Center for Educational Policy, Applied Research and Evaluation, University of Southern Maine- Paper presented at the annual conference of the New England Educational Research Organization, Portsmouth NH April 2001.

3. A student's desire to go on to postsecondary education is not related to their high school's size (there is no data on actual performance).
4. Schools with more than 600 students are more likely to offer advanced science and math courses. However, these benefit only a minority of students (between 2% and 18%).
5. Students in medium to large schools (more than 450) spend more time on sports and hobbies than students in smaller schools.
6. School size does not appear to be related to the hiring or retaining of teachers with more advanced education, although smaller schools had more favorable teacher student ratios [1:14 compared to 1:17].
7. As school size decreases, parental involvement increases.
8. Students in small schools may have closer connections to the community than students in larger schools, as indicated by their time spent on community service and volunteer work.
9. There is no change in academic performance based in size of school, except that students from lower socio-economic groups tend to perform better and are retained at higher rates in smaller schools

3) Cost savings from consolidated schools – Maine research

One other factor on "critical mass" is expenses. Recently, the Maine Department of Education sponsored a study entitled "An Analysis of Construction of Small Schools vs. Larger Schools." <http://www.maine.gov/education/const/c002.doc>

The study consists of examples of projects by Maine architects. While no high school project was studied, the findings from other school projects were consistent. For example, Dan Cecil of Harriman Architects compared the costs of two elementary schools for a Litchfield, New Hampshire school district as opposed to one. The two schools would have Pre-K to grade 5 (1,000 students overall). Under the two school scenario, one school would have Pre-K to grade 3 (600 students), and the other grades 4 and 5 (400 students). The study found that a consolidated school had these financial advantages over two schools:

- A reduction of 23,000 square feet (15% less space)
- Construction cost savings of \$3.4 million
- Annual operations savings of \$42,000 a year in oil power, water , sewer, gas, data phone, trash pickup, snow removal -- \$1.7 million over 40 years
- \$117,000 less per year in personnel costs -- \$4.7 million over 40 years

The total savings per student in the first year of the consolidated school approach was \$3,479 per student.

VII. Many Flags/One School for the Midcoast

While the GVHS Task Force has been meeting, there are developments in the Midcoast area that are relevant to considering future options.

First, the Midcoast School of Technology (MCST) has been actively looking for space to expand. They were close to purchasing a building along the waterfront in Rockland, but that deal fell through. So they are actively looking for space in the region.

One avenue MCST is now pursuing involves meeting with a group of business people and educators in the midcoast area to pursue an idea called "Many Flags/One School." The concept is to bring together into one physical location the programs, degrees, students, faculty, staff, classrooms, labs, technology infrastructure and administrative functions for the following institutions that provide vocational/technical training, associate degrees, baccalaureate degrees and graduate degrees: Midcoast School of Technology (MCST); Kennebec Valley Community College (KVCC); University of Maine Orono - Hutchison Center (UMO-H); University College at Thomaston (UCT); and possibly, a branch of the boatbuilding program from Washington County Community College (WCCC).

Talks have been underway among these partners for nearly a year. Representatives of the group came to a meeting of our Task Force to present their ideas, and invited MSAD 50 to join into the discussion. They are open to, and enthusiastic about, considering, as part of this campus, a high school presence. Accordingly their policy statement includes this section:

"Coordination with Regional School District & Regional High School efforts:

- *The Many Flags/One School concept recognizes the importance of coordinating its "vision" with the possibility of Regional High School efforts that may occur in the Midcoast in the future.*
- *It is essential that High School students have easy and early access to higher education.*
- *To promote that integrated approach, Many Flags/One School will coordinate their programs and physical space development plans with the local Midcoast School Districts to ensure that the best possible, non-duplicative programs and facilities are conceived and realized."*

This effort offers the opportunity for MSAD 50 to provide an educational experience to its students similar to the Oxford Hills model, except in a more intensive way. The Many Flags model anticipates a closer integration of the different educational institutions, with sharing of administration, counseling, and support services – as well as the cafeteria and auditorium. This would take what is being done in Oxford to a whole new level.

VIII. Alternatives under consideration

Following the visits and the public meeting, last spring the Task Force identified the following four models for the future of GVHS:

1. Stay local and independent, and "pump up" the academic program. This option retains the local independent high school, with fewer students, and "pumps up" the quality of programming. This option involves improving the high school facilities, making maximum use of distance learning technologies to expand program offerings - because there will be fewer teachers.
2. Join a new "campus" with voc ed and higher education facilities. Create a new high school "campus" that co-locates with the vocational school and alternative school and University and Community College facilities. This is a "community center" model, with an auditorium for community events, opportunities for retirees to volunteer and take courses. It would be in use year-round, 7 days a week. This is a "think big" alternative. Because the campus would serve multiple uses and constituencies, funding for the new buildings could be shared among several sources as well.
3. Join a new campus like that above, but in this case build a consolidated high school in collaboration with a neighboring school district. This is identical to the one above, except that in this case MSAD 50 would partner with another district's high school to create a new consolidated high school.
4. Give students a choice of neighboring high schools. Eliminate the high school and pay tuition for local students to attend their choice of area high schools. Committee members made it clear that this was not their first choice - it would potentially isolate students, lose a sense of community. There are also questions about the capacities of neighboring schools. Nevertheless, they felt that this was an option worth studying.

IX. Criteria for evaluating alternatives

At its January meeting, the Task Force brainstormed a list of criteria that defined success for a future high school arrangement. The Task Force used these tests to examine the possible benefits of each of the four alternatives.

Education

- What is best for students
- Will make students competitive for future education, jobs
- An improved quality of education
- Education competitive with the nation and world
- Integrated into the community, uses local resources
- Flexible and diverse – multiple learning styles
- What's best for each individual kid
- Quality curriculum and teaching staff
- Don't lose kids, staff, who are here now
- Ease of transition from K-8
- Creates "critical mass" to sustain quality education

Technical/administrative

- Whether we can meet needs within budget
- Funds available to cover initial costs
- phase-in implementation plan
- flexible implementation plan
 - with different possibilities, "escape clauses"
- clear vision and commitment to achieve
- minimizes driving around
- flexible space

Environment/atmosphere

- Safe, supportive and secure environment
- maintain sense of community
- discourages drugs and substance abuse – minimizes exposure
- personal feeling
- compatible communities to partner with

Process

- Data driven analysis
- Based on research into consolidation, pitfalls from other experience

- Student involvement
- feasible, reasonable, attainable, political
- ability to generate community support
- ability to generate staff, teacher support
- “large consensus” – not necessarily unanimous

In October the Task Force scored each of the alternatives under consideration using these criteria.

In general, Task Force members ranked the “campus” alternatives (2 and 3) the highest in terms of educational values. The Task Force scored community values higher on the two options that didn’t involve a consolidation (1 and 2).

The idea of closing Georges Valley High School and tuitioning students to other schools (alternative 4) scored low on virtually every category.

By multiplying the “importance” score times the “effectiveness” scores, it is possible to identify the highest-ranking choice. In this case, the ranking would be:

- A new Georges Valley High School on a campus with other institutions;
- A new consolidated high school on a campus with other institutions
- An upgraded Georges Valley High School in its present building
- Tuitioning MSAD 50 students to other high schools

The Task Force did not consider this scoring process to be definitive, but rather to be an exercise in clarification. Two things emerged from the analysis for the group:

1. The idea of tuitioning students elsewhere is unacceptable and deserves no further consideration.
2. The idea of new construction is more appealing than rehabilitating the existing building.

This exercise was the prelude to developing the recommendations, which are contained in the first section of this report.

Attachment B.

**REPORT OF THE
M.S.A.D.#5 CONSOLIDATION ADVISORY COMMITTEE**

October 2006

REPORT OF THE

M.S.A.D.#5 CONSOLIDATION ADVISORY COMMITTEE

Members of the Consolidation Advisory Committee:

Paul Luttrell, chairman	David Matthews, B.O.D.
Jeffrey Boggs, Rockland	Kim Appleby, B.O.D.
Richard Carver, Owl's Head	Nancy Jeffers, B.O.D.
Jeff Northgraves, So. Thomaston	James Brake, Rockland
Brian Harden, Rockland	Tess Kilgour, Rockland
Richard Norman, So. Thomaston	Michael Gundel, RDHS
Daryl Weiss, RDHS	Gerald Weinand, Rockland
Cheryl Feldpausch, So. Thomaston	Kat Messing, RDHS student

Mission Statement: (as approved by the M.S.A.D.#5 Board of Directors)
Advise the Board of Directors of the various options available for arranging facilities to provide the best possible education for K-12 students, considering inside and outside M.S.A.D.#5.

Provide a rationale for the various options based on curriculum, pedagogy, new technologies, enrollment, federal/state mandates, and current facilities

Calculate the cost to taxpayers of the various options available to "house" and educate K-12 students by researching grants and other funding sources available to support each option

Study the M.S.A.D.#50 and Many Flags/One Campus task force reports to facilitate the study of options and consequences of each, both positive and negative

Use data from the 2005 Strategic Planning Committee and the Facilities report to be finalized in April 2006, to support each option

Present the final report to the M.S.A.D. #5 Board by October 15, 2006.

BUILDING INFORMATION

Building	Enrollment	Sq ft.	Classrooms	Opened	fuel costs	elec. costs
R.D.H.S.	443	135,000	29	1962	110,000	57,000
R.D.M.S.	339	128,000	26	1997	43,800	41,500
SOUTH	258	28,453	17	1949 / 99	24,200	21,000
MacDougal	126	18,128	14	1955	24,000	11,800
Owls Head	103	11,513	6	1952	6,000	6,000
Gilford Butler	72	11,641	5	1955	9,500	5,500
McLain	16	17,700	12	1894	14,700	10,000

FACILITIES

After touring each facility, the Consolidation Advisory Committee reviewed sections of the **FACILITIES REPORT** compiled by consultants from **V.F.A.Inc. of Dexter.**

THE REVIEW DID NOT INCLUDE NEEDED FACILITY CHANGES/IMPROVEMENTS FOR UPDATING OR EXPANDING CURRICULUM, MEETING STATE OR FEDERAL STANDARDS.

The Review included:

- 1) immediate critical issues
- 2) potentially critical
- 3) necessary-not yet critical
- 4) recommended
- 5) does not meet current codes/standards

Each building's 'estimated costs' were projected for the following categories:

- | | |
|----------------------|-----------------------|
| a) ADA/Accessibility | b) aesthetics |
| c) air quality | d) building integrity |
| e) code compliances | f) energy |
| g) functionality | h) integrity |
| i) life Safety | j) obsolescence |

Projected costs for maintenance items for each facility was listed as follows(does not include site costs)

SCHOOL	Costs of #1,2,5	Costs of #3,4	FCI
Gilford Butler	\$292,434	\$184,426	.50
MacDougal	\$462,892	\$219,148	.42

McLain	\$847,966	\$452,368	.51
South	\$450,350	\$111,695	.20
Owls Head	\$265,812	\$117,408	.38
RDMS	\$210,828	\$43,430	.02
RDHS	\$2,889,782	\$5959,921	.67

Major Maintenance needs by school:

Gilford Butler

Electrical Air Quality Water Paving Kitchen ADA
Heating Controls Life Safety Site safety Windows/doors
Stairs need to be upgraded
No adequate multipurpose room, library and auxiliary spaces

MacDougal

Electrical Air Quality Paving Kitchen
Heating Controls Life Safety Windows Insulation
Heating pipes not insulated
Modular Classroom (attached) building not being used
No adequate multipurpose room, library and kitchen.

McLain (used for Sup't. Office, Adult Educ. & Alternative Educ)

Electrical heating controls & costs windows/ doors
Life Safety air quality

OWLS HEAD

Electrical Heating controls & costs Insulation
Plumbing windows site safety playground
Paving air quality septic security
No adequate multipurpose room, library, auxiliary spaces

Rockland District Middle

Opened in 1997 -- no major needs

South School

Electrical air quality windows heating controls
Plumbing life safety
Cafeteria shared with Middle School
Inadequate playground if more students are added

Rockland District High School

Electrical	heat piping	air quality	windows
Science labs	paving	plumbing	curtain walls
Security	plumbing		

CONSIDERATIONS FOR COSTS SAVINGS

MACDOUGAL -- It is estimated that the annual savings in the District budget, by closing the MacDougal Elementary School would be close to \$250,000 in operating expenses.

SOUTH --- If the MacDougal School students could be added to the South School facility, additional operating expenses will be needed in the range of \$50,000 to \$100,000 (depending on the need for additional administrative assistance). This figure does not include the costs of constructing additional classrooms and bringing the present South School up to State standards/codes, which is required if work costs at least \$100,000.

CONCLUSION

The District would save approximately \$100,000 a year in operating costs if the MacDougal School is consolidated with the South School.

GILFORD BUTLER -- It is estimated that the annual savings in the District Budget, by closing the Gilford Butler School, would be close to \$160,000 in operating expenses.

OWLS HEAD -- If the Gilford Butler students are added to the Owls Head facility, additional operating expenses would be needed in the range of \$20,000 to \$50,000, depending on the need for additional administrative time. This figure does not include the costs of constructing additional classrooms and bringing the present Owls Head School up to State standards/codes (required if \$100,000 is spent on the building).

CONCLUSION

The District would save approximately \$100,000 a year in operating costs if the Gilford Butler School is consolidated with the Owls Head School.

BOND SAVINGS

The last payment, of \$165,095, on the M.S.A.D.#5 Maintenance Bond is due in November 2008.

ENROLLMENT

The Committee also reviewed enrollment projections as prepared by Planning Decisions. The major findings were as follows:

- a) Birth levels among S.A.D.#5 residents during the last ten years declined, on average. The average number for the last five years, 121 births, is a decline from the 145 in the early 1990's. Planning Decisions projects 129 births for the near future.
- b) First grade class sizes have, on average, declined over the last ten years. There will be yearly swings between 83 and 112 students.
- c) Grades 3-5 will decline from the current 300 to 248 by 2010, and then increase slightly in the following five years.
- d) Grades 6-8 enrollment will remain similar to the current enrollment of 332, until 2008 when it will decline to 275, and back to 328 in 2015.
- e) Grades 9-12 will decline from the current 478, to 385 in 2015.
- f) The combined K-5 student enrollment projections for Owls Head / So. Thomaston indicate a slight increase in students over the next ten years
- g) The combined K-5 student enrollment in Rockland may decline to 215-221 compared to the 282 students in 1995-96 year.

While the enrollment projections for Owls Head / So. Thomaston show a slight increase, rather than the decline Rockland is facing, an argument for a combined school of approximately 175 students at the Owls Head site would make sense.

MANY FLAGS / ONE CAMPUS

As chairman of the M.S.A.D.#5 Consolidation Advisory Committee I was asked to represent the District on the Many Flags Steering Committee. The Committee is chaired by Alan Hinsley, of the Eastern Me. Development Corp., and includes State Representatives Ed Mazurek, Chris Rector, representatives from M.S.A.D.#5, M.S.A.D.#50, M.C.S.T. (Region 8), University of Maine, Kennebec Valley and the University Community College System.

The Many Flags concept was developed initially by a study in M.S.A.D. #50 related to their long range capital needs, and the Eastern Maine Development Corp. planning long range mid-coast economic development.

The proposal calls for the following:

- a) a secondary school, consolidating Rockland District High School and Georges Valley High School of Thomaston.
- b) an integrated wing, or attached building, for the Mid-Coast School of Technology (Region 8)
- c) an adjacent building for Community College and / or University programs
- d) an adjacent facility for a marine technology program

The concept would require approximately 100 acres, in a site easily accessible for coastal residents.

The Committee has met several times with State Dep't. of Education leadership to discuss the concept, and has received encouragement to develop this concept as a possible model program for the State. The secondary facility, including the MCST, may be eligible for State Construction subsidy, and each of the three units (M.S.A.D.#5 and 50, and M.C.S.T.) will need to file a State application in the summer of 2007, with the expectation that the State will combine the applications once the projects are reviewed.

The post-secondary facilities would require grants and private funding, not State funding.

Committees have been active in the following areas:

- | | |
|----------------------|-------------------|
| a) site | b) fundraising |
| c) curriculum (h.s.) | d) post-secondary |
| e) Public Relations | f) marine trades |

If the secondary programs are combined, it will be subject to a vote of the residents of the communities, as well as State Legislation authorizing a Consolidated District, with a separate budget and school committee. (similar to Camden Hills High School).

The Many Flags Public Relations Committee plans to begin a community awareness program in early fall 2006.

The Committee has applied for State Planning funds (up to \$30,000) and the M.S.A.D. #5 Board of Directors, in August 2006, voted to contribute \$7,800 towards research and planning.

The M.S.A.D.#5 Consolidation Advisory Committee voted to endorse the Many Flags concept, and to continue development of plans for a combined secondary facility, including R.D.H.S., G.V.H.S., and the M.C.S.T.

The recommendation is based on the following reasons:

- a) improved and expanded curriculum opportunities
- b) State support for a new combined facility, and lack of State financial support for maintenance needs at R.D.H.S.
- c) A projected decline in student enrollment, and the State's priority for supporting combined schools
- d) a major need for expanded programs at the Mid-Coast School of Technology (Region 8)
- e) increasing the opportunities for secondary enrollment in post-secondary courses, as well as increasing the aspiration levels of our students for higher education

OPTIONS DISCUSSED BUT NOT VOTED ON:

1. An architect should be hired to review cost estimates for an addition to the Owls Head School, and South School.

2. The Gilford Butler School could be closed and students merged with the Owls Head School as soon as possible. A State construction application should be filed in summer of 2007.

Pros

So. Thomaston students currently attend Owls Hd for
grades 3-5

The Gilford Butler School is less than 5 miles from Owls
Hd School

The District will save operating costs by closing a school

The Owls Hd site is larger for expansion

The Town will have a building for town uses or revenue

The consolidation will not affect class sizes

There will be some savings, efficiencies for transportation

Combining enrollment will off-set a projected decline in
birth-rates

The district will save major local expenses for maintenance
needs at G.B. as listed in the facilities report

If the State application is accepted and funded, most of
the upgrading of the O.H School would be included
in the State funding

Con

The Town will lose its village school, and emotional ties,
to the school, of staff and parents

The costs of construction may be local expense, as the size
of the combined schools may still be below the State
recommended level for funding

-
3. The MacDougal School could be closed as soon as possible,
and the students merged with the South School population.
This will require an addition to the South School, with

attention given to other South School issues in addition to classrooms.

Pros

The Schools are less than 2 miles apart

The South School site has adequate room for expansion

All Rockland K-5 staff will be in one facility, and K-8 on one site

Savings will result from closing a building, combining staff and services

MacDougal School requires major capital maintenance expenditures in next few years

The addition to South School will provide the opportunity for addressing curriculum areas not meeting State standards

More efficient transportation system

Enrollment continues to decline, and consolidation helps to provide educational flexibility

Con

South School will require additional construction.

May be seen as too large a student body

4. Referendums for approving additions to South School and the Owls Head School, should include language allowing the District to return the two schools (MacDougal & Gilford Butler) to the municipalities where they are located.
5. Close the McLain School as soon as possible, recognizing that present programs (Sup't. Office, Alternative Education and Adult Education) will need housing.

6. If a new high school is built, Rockland District High School could be given to the City of Rockland for possible use by the City providing an agreement can be reached to provide for a separation of the building allowing the Superintendent's Office, Alternative Education, and the Bus garage to remain in the high school facility, independent of the City portion.

7. IF THE HIGH SCHOOL CONSOLIDATES IN A NEW BUILDING:

CLOSE: MacDougal, Gilford Butler, Owls Head, McLain

MOVE Middle School to present high school & make present Middle School a District Kdg-gr. – 5 school

USE SOUTH SCHOOL for Alternative Education, the Superintendent's Office, Adult Education, and a central district supply depot

IT IS ESTIMATED THAT THIS
CONSOLIDATION WOULD SAVE THE DISTRICT
APPROXIMATELY \$300,000 A YEAR IN OPERATING
COSTS.

8. CLOSE GILFORD BUTLER SCHOOL, adding on to Owls Head for a Kdg- gr 8 school for Owls Head & So.

Thomaston

This would result in an estimated school population of 250 students, and decrease the present Middle School population by an estimated 90 students.

9. CLOSE MACDOUGAL SCHOOL AND MAKE MIDDLE SCHOOL AND SOUTH SCHOOL a Kdg- gr 8 school for Rockland students. The population of the Middle School would decrease by approximately 90 students, if Owls Head was a Kdg-gr 8 school and could provide space to help accommodate the students from the MacDougal School.

RECOMMENDATIONS VOTED BY THE COMMITTEE

1. The Consolidation Advisory Committee voted 9-0 to recommend, to the Board of Directors, that they pursue the Many Flags concept of a regional campus, including RDHS, GVHS, MCST, and post secondary programs, with the understanding that if Many Flags does not materialize then consideration should still be given to consolidation of the two high schools.

2. The Consolidation Advisory Committee voted 9-0 to recommend the following to the Board of Directors:

Recognizing that the Consolidation Advisory Committee consists of interested citizens from each municipality, it is strongly recommended that the M.S.A.D.#5 Board of Directors, contract with a school experienced architect to evaluate our buildings and programs, looking at State codes, State standards, and the possibility of consolidating and / or expanding at some sites. This is not to design building space, but more of a survey to see what is needed and/or is possible.

Attachment C.

Many Flags One Campus Steering Committee:

- Jamie Doubleday, Chair MSAD 50
- Kim Appleby, Chair MSAD 5
- Judy Harvey, Superintendent, SAD 50
- Dr. Judith Lucarelli, Superintendent, SAD 5
- Elizabeth Fisher, Director Mid Coast School of Technology
- Deborah Meehan, Director, Univ. College Thomaston
- Susan McCullough, Dir., Univ. Maine – Belfast Hutchinson Center
- Bruce Davis, Kennebec Valley Community College
- Rep. Chris Rector, Thomaston
- Rep Ed Mazurek , Rockland
- Minda McVetty, Director Marine Systems Training Center
- Sue Stewart, teacher – Mid Coast School of Technology
- David Johanson, teacher – Rockland District High School
- Emily Davis, Guidance Counselor – Georges Valley High School
- Wanda Ingham, Maine Education Association Representative
- Lisa Berger, Co-chair, “Friends of Many Flags”
- Ann Matlack, Co-chair, “friends of Many Flags”
- Alan Hinsey, Project Coordinator

Technical Advisors:

- Tim Hawthorne, former Director Mid Coast School of Technology
- Colleen Quint, Mitchell Institute
- Duke Albanese, Great Maine Schools Project
- David Ruff, Great Maine Schools Project
- Bob Hastings, Pen Bay Regional Chamber of Commerce
- Susan Swanton, Maine Marine Trades Assoc
- Barry Acker, Landings School
- Ginny Carroll, Maine Dept of Labor

Attachment D.

MF/OC Chronology Chart

The following is a chronological outline of the steps that led to the formation of the Many Flags concept to this point:

- **2003** - initial discussion regarding economic/workforce training needs for the Midcoast;
- **2004** – survey conducted re needs in Midcoast – access to higher education and improvements for all levels of education stressed by survey respondents;
- **Fall 2004** – First meeting to discuss a “campus” concept - KVCC, Univ Maine – Hutchinson Ctr; Univ Maine – Thomaston Ctr; Mid Coast School of Technology
- **Jan 2005** – formed the Many Flags/One Campus Steering Committee (Univ Maine, KVCC, MCST);
- **2005** – Many Flags Steering Committee formed – began regular meetings to begin discussing/designing a Many Flags Campus concept/vision statement.
- **Fall 2005** - Many Flags Steering Committee invited to present the “campus” concept to the Georges Valley High School “Future Options Task Force;”
- **Dec 2005** – the GVHS Future Options Task force presented their recommendation to the MSAD 50 School Bd – including the recommendation that they pursue possible merger with a neighboring high school and possible co-location of the new school on the Many Flags campus. MSAD 50 School Bd accepted those recommendations;
- **Jan – March 2006** – Many Flags concept and GVHS Future Options Taskforce report presented to community and throughout MSAD 50. MSAD 50 Supt. and Bd Chair join Many Flags Steering Committee;
- **Spring 2006** – MSAD 5 School Board formed the MSAD 5 Consolidation Committee – review of all building and educational needs in MSAD 5 – with a particular focus on the possibility of Rockland District High School becoming a part of the Many Flags Campus – with GVHS.
- **Spring 2006** – Marine Trades Association and the North Star Alliance approached the Many Flags Steering Committee to begin the discussion of adding a Marine Systems Training Center into the Many Flags campus concept;
- **Summer 2006** – MSAD 5 Consolidation Committee recommend that the MSAD 5 Bd pursue possible merger with GVHS and co-location of the new regional high school on the Many Flags campus (with a higher ed center and Midcoast School of Technology). MSAD 5 Bd accepted that recommendation and authorized the Superintendent and Bd. Chair to begin working with the Many Flags Steering Committee and the MSAD 50 Bd.
- **Summer 2006** – Task Teams formed;
- **Fall 2006** – Joint MSAD 5, MSAD 50 and Region 8 MCST School Board meeting – all agree to pursue consideration of a regional high school and co-located MCST on the Many Flags campus;
- **Oct 2006** – final RDHS/MSAD 5 Consolidation Committee report released – recommend pursuing merger talks with GVHS on the Many Flags campus;
- **Oct – Dec 2006** – Community-wide forum (10/5 at Samoset) and kick off community Outreach sessions;

- **Jan 2007** – received formal letters of commitment (through 2008) to the Many Flags campus concept from the Chancellor of the Univ. of Maine; President of the Maine Community College System and all local partners (MSAD 5, MSAD 50, MCST).
- **Spring 2007** – RDHS, GVHS and MCST begin working with consultants from the “Great Maine School Project” - Mitchell Institute;
- **Summer 2007** – Form “Friends of Many Flags” volunteer group;
- **Summer 2007** - receive North Star Alliance grant to form the interim Many Flags Marine Systems Center
- **Summer 2007** – begin Project Leader search and hiring process.
- **June 2007** – Many Flags “Update Report to Community” issued.
- **Fall 2007** – Guest Speaker Series (Rockland/Thomaston venues):
 - Duke Albanese – Great Maine Schools Project – “Rigor and Relevance”
 - Daniel Cecil – Harriman & Associates Architects – “Innovative School Designs”
 - Ted Moccia, Principal, Oxford Hills Comp High School – “Extra Curricular Activities and the Consolidated School”
 - Henry Bourgeois, Maine Compact for Higher Education – “Higher Ed as an Economic Imperative”
 - Peter Geiger, Chair, Committee for Excellence in Education – “Why we should Strive for Excellence”
- **Nov 2007** – Straw Vote -- “Should the MF/OC steering Committee continue to pursue planning and research efforts for the Many Flags/One Campus project?” 97 Yes – 3 No
- **Dec 2007 – April 2008** – MF/OC Legislative Team focus on efforts to encourage passage of LD 2175.
- **Summer/Fall 2008:**
 - Work with RPC and School Boards to effectively explain impact of RSU vote on the Many Flags project.
 - MF/OC expanded Steering Committee – collective work on the Major Capital School Construction Application for “Consolidated Secondary and Post-Secondary Education Facility.”

Attachment E.



MF/OC Stakeholder and Endorsement List:

Legislative Endorsements for MF/OC

- Rep Chris Rector – Sponsor
- Sen Peter Bowman
- Sen Elizabeth Mitchell
- Sen Carol Weston
- Sen Peter Mills
- Rep Ed Mazurek
- Rep Hannah Pingree
- Rep Josh Tardy
- Rep David Miramant
- Rep Emily Cain

Letters of Support – Endorsement – on file

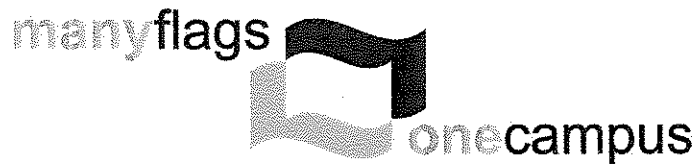
- Rep. Glen Cummings – Speaker of the House
- Senator Beth Edmonds – President of the Senate
- Maine State Chamber of Commerce – Dana Connors
- The Mitchell Institute – Collen Quint
- University of Maine System - Chancellor Pattenau
- Peter Geiger – Chair of the Coalition for Excellence in Education
- Maine Compact for Higher Education – Henry Bourgeois
- The Maine Education Association
- Maine Marine Trade Association – Susan Swanton
- Penobscot Bay Regional Chamber of Commerce – Bob Hastings
- Camden-Rockport-Lincolnville Chamber of Commerce – Claire Adams
- Lyman Morse – Boat Builders’ – Thomaston – Cabot Lyman
- Knox County Commissioners
- Bigelow Labs for Ocean Science
- Coastal Counties Workforce Development

Stakeholder/Partner List:

- MSAD 5 – Rockland District High School
- MSAD 50 – Georges Valley High School
- Midcoast School of Technology Region 8
- Maine Education Association
- Teachers Union for – MSAD 5, MSAD 50 and MCST – Region 8
- University of Maine - Rockland
- University of Maine – Hutchinson Center – Belfast
- Kennebec Valley Community College
- The Landing School
- American Boats and Yachts Council
- Maine Marine Trades Association
- City of Rockland; Town of Thomaston; Town of St. George; Town of South Thomaston; Town of Owls Head; Town of Cushing
- Knox County Government
- Maine Dept of Education
- Maine Dept of Economic and Community Development
- Maine Dept of Labor
- Eastern Maine Development Corp
- Knox/Waldo Regional Economic Development Council
- Penobscot Bay Region Chamber of Commerce
- Camden, Rockport, Lincolnville Chamber of Commerce

Letters of Mutual Commitment to the “Many Flags” Project

- University of Maine System
- Maine Community College System
- MSAD 5; MSAD 50; Mid Coast School of Technology – Region 8 Center
- Maine Marine Trade Association
- Kennebec Valley Community College
- Univ. Maine – Rockland & Univ. Maine, Hutchinson Center – Belfast
- Eastern Maine Development Corp.



**Memorandum of Understanding
Regarding the University of Maine System
and the
Many Flags/One Campus Model**

The Many Flags/One Campus (MF/OC) is an educational model will blend on one campus, a Regional High School, a fully integrated Career and Technical Education Center, Adult Education, and offerings from post secondary education providers, including the University of Maine System (UMS) and the Maine Community College System (MCCS). In addition, the MF/OC model will include Industry Centers of Excellence, such as the Marine Systems Training Center, and various other business and community support services. MF/OC will be come a center for academic, technical, cultural and civic activity in Midcoast Maine.

A. Courses and Programs:

1. The University of Maine System (UMS) will provide courses and programs, both live and via distance learning technologies, for the MF/OC Higher Education Center that will be an integrated component of the Many Flags/One Campus model, if the conditions noted below are met.

UMS Undergraduate courses:

- The University of Maine System (UMS) may provide undergraduate courses and programs for the MF/OC Higher Ed Center primarily through its University College System – under the authority of the University of Maine Augusta (UMA).
 - Student demand and the financial feasibility of providing courses will dictate how and when UMS undergraduate courses may be offered at the MF/OC Higher Ed Center. Courses may be offered as live classes, or via distance learning technologies. It must be demonstrated that a course can be offered at least at a break even/full cost recovery/revenue neutral basis, before it will be considered for the MF/OC Higher Ed Center.
 - When the MF/OC Higher Ed Center facility is designed and plans for physical completion developed and scheduled, and when student demand and funding sources dictate that it will be feasible, it is the intent for the UMS to consider physically locating a University College facility in the MF/OC Higher Ed Center. Note – a physical presence of a University College facility in the MF/OC Higher Ed Facility will only be considered and be contingent upon the favorable outcome and ongoing feasibility of the following:
 - All necessary funding must be identified and secured before UMS would consider physically locating a University College facility into space at the MF/OC Higher Ed Center. Funding commitments

must ensure that the UMS programs can operate on at least a break even/full cost recovery/revenue neutral basis at the MF/OC Higher Ed Center.

- Student demand projections must be documented to ensure that the ongoing financial feasibility of a University College facility at the MF/OC would remain secure.
- The UMS representatives must hold key seats on the MF/OC Advisory Board, and on the MF/OC Higher Ed Center Advisory Board. NOTE – the authority of the Boards that govern the UMS programs will always supersede any of the MF/OC boards which will be advisory in nature. The UMS governing structures will be responsible for all UMS program decisions, etc.
- Representatives of the UMS must be directly involved in the design of the Higher Ed Center at MF/OC to ensure that it meets their present and futures needs. It is also important that the Higher Ed Center at MF/OC be designed to create the most appropriate environment and atmosphere that will reflect the academic standards of the University of Maine System.

UMS Graduate courses:

- The University of Maine System may provide graduate courses and programs for the MF/OC Higher Ed Center primarily through the University of Maine Orono (UMO). Student demand and financial feasibility of providing courses will dictate how and when a graduate course may be offered at the MF/OC Higher Ed Center. Courses may be offered as live classes, or via distance learning technologies. It must be demonstrated that the a graduate course can be offered at least at on break even/full cost recovery/revenue neutral basis, before it will be considered for the MF/OC Higher Ed Center.

B. MF/OC Higher Ed Center Administration & Student Services/Counseling

The University of Maine System will work with the MCCS to share administrative service costs by working collaboratively. The UMS and MCCS currently are co-located at several sites around the state. The management arrangements vary with either UMS or MCCS taking the lead role. Management sharing services will be determined at a later date by UMS and MCCS. The shared goal of UMS and MCCS is to minimize administrative costs, while meeting the operational, financial and accreditation standards of the respective systems and institutions.

C. MF/OC Higher Ed Center Advisory Board

A MF/OC Higher Ed Center Advisory Board will be formed. The MCCS and the UMS will hold key seats on that Advisory Board and they will work with the MF/OC Steering Committee to establish the mission, membership and by-laws for the Advisory Board. As noted above, this board will be advisory in nature, providing advice and input to the MF/OC Higher Ed Center management and staff relative to the successful operations of the Center consistent with the MF/OC Mission and Vision. As noted in the Sections above, the authority of the Boards that

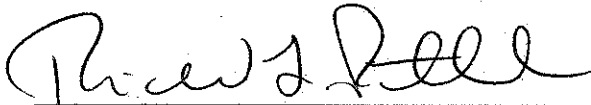
govern the MCCC and UMS programs will always supersede the MF/OC Higher Ed Center board, which will be advisory in nature. The MCCC and UMS governing structures will be responsible for all program decisions for their respective institutions that may operate on or coordinate programs and services with the MF/OC Higher Ed Center.

D. Term/Period of Agreement - renewal

This Memorandum of Understanding will become effective once it is signed by all parties listed below. It will remain in effect until December 31, 2011. During the last 6 months of 2011, representatives of the parties listed below agree to consider revision and renewal of this MOU for another 3 year period, if needed.

E. Signatures


The signatures listed below demonstrate the mutual commitment to the terms of Memorandum of Understanding regarding the Post Secondary Education Goals of the Many Flags/One Campus Model, as stated above:



Richard L. Pattenaude, Chancellor
University of Maine System

11-18-08

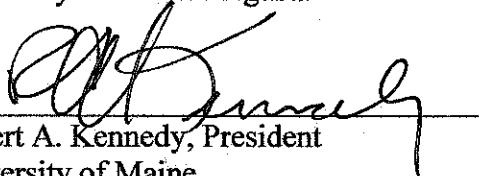
date



Allyson Hughes Handley, President
University of Maine Augusta

Nov. 17/08

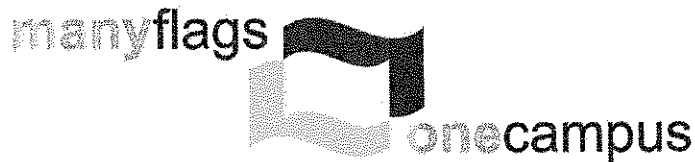
date



Robert A. Kennedy, President
University of Maine

11/17/08

date



**Memorandum of Understanding
Regarding the Maine Community College System
and
Many Flags/One Campus Model**

The Many Flags/One Campus (MF/OC) is an educational model that will blend on one campus, a Regional High School, a fully integrated Career and Technical Education Center, Adult Education, and offerings from postsecondary education providers, including the University of Maine System (UMS) and the Maine Community College System (MCCS). In addition, the MF/OC model will include Industry Centers of Excellence, such as the Marine Systems Training Center, and various other business and community support services. MF/OC will become a center for academic, technical, cultural and civic activity in Midcoast Maine.

Conditions for MCCS to Participate in MF/OC Higher Education Center

- Kennebec Valley Community College (KVCC) will be the lead provider of Community College courses and programs for the MF/OC Higher Ed Center.
- It is the sole responsibility of Many Flags/One Campus to raise the funds necessary to construct the MF/OC Higher Education Center.
- Representatives of KVCC must be directly involved in the design of the Higher Ed Center at MF/OC to ensure that it meets their present and future needs.
- In order to consider maintaining a physical presence at the MF/OC Higher Education Center, new funding must be identified and secured by Many Flags/One Campus in order to cover operational costs for the delivery of programs and services in the region by KVCC. The amount required for KVCC to effectively operate at the MF/OC Higher Education Center will be determined by the college.
- Student demand and the financial feasibility of providing courses will dictate how and when MCCS courses will be offered at the MF/OC Higher Ed Center.
- Delivery of courses/programs at the MF/OC Higher Education Center does not preclude KVCC from continuing to partner with others in the region to deliver courses/programs.
- The continuing presence of KVCC at the MF/OC Higher Education Center is the sole responsibility of the college and will be affected by such things as the financial viability of the college and/or the courses and programs offered in the region.
- All references to MCCS and/or KVCC in publications and/or literature regarding MF/OC must be approved in advance by MCCS and/or KVCC.

MF/OC Higher Ed Center Administration & Student Services

The MCCS will work with the UMS to share administrative and service costs by working collaboratively. The MCCS and UMS currently are co-located at seven sites around the state. The management arrangements vary with either MCCS or UMS taking the lead role. Management sharing services will be determined at a later date by MCCS and UMS. The shared goal of MCCS and UMS is to minimize administrative costs, while meeting the operational, financial and accreditation standards of the respective systems and institutions.

Term/Period of Agreement - renewal

This Memorandum of Understanding will become effective once it is signed by the parties listed below. It will remain in effect until December 31, 2011. During the last 6 months of 2011, representatives of the parties listed below agree to consider revision and renewal of this MOU for another 3 year period, if needed.

Signatures

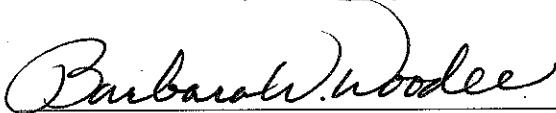
The signatures listed below demonstrate mutual commitment to the terms of the Memorandum of Understanding regarding the postsecondary education goals of the Many Flags/One Campus Model, as stated above:



Dr. John Fitzsimmons, President
Maine Community College System

11-13-08

Date



Dr. Barbara W. Woodlee, President
Kennebec Valley Community College

11-13-08

Date



Maine School Administrative District #5
Office of the Superintendent

28 Lincoln Street
Rockland, ME 04841
Tel: 207-596-6620
Fax: 207-596-2004
jlucarelli@msad5.org

Dr. Judith MacLean Lucarelli
Superintendent of Schools

November 14, 2008

Ms. Susan Gendron, Commissioner
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Commissioner Gendron:

Attached to this communication are minutes from the MSAD #5 Board of Directors' meeting on Thursday, November 13, 2008.

At this meeting, the Board accepted the Computation and Declaration of votes from the November 4, 2008 election whereby the citizens of Rockland, Owls Head, and South Thomaston approved the formation of a Regional School Unit.

Also, the Board approved the submission of the Many Flags/One Campus proposal that will be mailed to your office.

Please contact us if you have any questions.

Yours truly,

Dr. Judith M. Lucarelli
Superintendent of Schools

JML/sds
Enc.

ACTIVITIES. Esther Kilgour, Chair, reported on a recent meeting to discuss the proposed changes to the RDMS Student Handbook by Assistant Principal, Thomas Leonard. She asked the Board to review and report back to the Committee by the beginning of the week to either James Leonard, Thomas Leonard, or herself. The Activities Committee will be meeting on November 19, 2008 at 6:00PM. NO ACTION.

POLICY COMMITTEE. The Superintendent reported that the goal of the Committee is to make sure that the District has all the required policies by State law in place. As of the last meeting, all but two are in place. NO ACTION.

LEGISLATIVE LIAISON. No report.

REGION 8. Nancy Jeffers, Board Representative, reported on a meeting held October 15, 2008. The MCST has formed an Adult Education Advisory Committee. They are requesting three people from MSAD #5 to sit on the Committee. Ms. Jeffers has agreed to be a part of this, and if other Board members are interested, they should contact her. The next meeting will be November 19th. NO ACTION.

PERSONNEL COMMITTEE. The Superintendent discussed updating Job Descriptions. District level employees will be reviewed first, followed by the building level. NO ACTION.

STUDENT COUNCIL REPORT. Hannah Woodman and Charles Carver reported on events that the Student Council members at RDHS are involved in. NO ACTION.

Kilgour Moved/Straka Seconded. That the Computation and Declaration of Votes dated November 4, 2008 and attached hereto be and it is hereby approved. Further voted, that the Computation and Declaration of Votes be entered upon the records of the District. Further voted that a certified copy of the Computation and Declaration of Votes be sent to each of the municipal clerks within the District. 9 FOR (793) 1 ABSENT (105). VOTED.

The Computation and Declaration was signed by a majority of the Board. A copy is attached to the minutes.

McVetty Moved/Kalloch Seconded. That the MSAD #5 Board of Directors accept the Many Flags/One Campus Proposal and that it be submitted to the Commissioner of Education and State Board of Education. 9 FOR (793) 1 ABSENT (105). VOTED.

Kilgour Moved/Jeffers Seconded. Approval of the following policies in first reading:

IHBA – Individualized Education Plans

IHBAA – MSAD #5 Referral/Pre-Referral Policy

IHBAA-R – MSAD #5 Referral/Pre-Referral Procedures

IHBAC – MSAD #5 Child Find Policy

IHBGB – MSAD #5 Supplemental Statement of Rights for Private School Students with Disabilities

JKF – Disciplinary Removals of Students with Disabilities

JKF-R – Administrative Procedures for Removal of Students with Disabilities

JKGA – Time Out Rooms and Therapeutic Restraints

JKGA-R – Time Out Rooms and Therapeutic Restraint Administrative Procedure

JRA-E – Notification of Rights under FERPA

8 FOR (688) 1 ABSTENTION (Messing/105) 1 ABSENT (105). VOTED.

A general discussion was held regarding Committee structure for the up-coming year. Changes were made, and a sign-up sheet will be mailed to the Board members with the agenda for the reorganization meeting. NO ACTION.

UP-COMING MEETINGS. 1) Activities will meet on Wednesday, November 19th at 6:00PM at the McLain School. 2) Reorganization Meeting will be on Thursday, November 20, 2008 at 6:00PM at the McLain School. 3) Joint meeting with MSAD #5 and MSAD #50 will be held on Thursday, November 20, 2008 at approximately 6:30PM at the McLain School. Items for the agenda will be: a. Select a secretary to serve the RSU Board, and b. Set date for the election of an RSU Board. NO ACTION.

Kilgour Moved/Jillson Seconded. That the meeting be adjourned. 9 FOR (793) 1 ABSENT (105). VOTED.

Meeting adjourned at 8:49PM.



Dr. Judith M. Lucarelli, Secretary/MSAD #5 Board of Directors

EXTRA CURRICULAR APPOINTMENTS FOR 2008-2009

RDHS Drama (Spring)	Allison Machaiek	Step 5	2,616.00
RDHS Drama Assistant (Spring)	David Johanson	Step 5	1,104.00
RDHS Art Club Advisor	Holly Smith		Hourly
RDMS Yearbook	Michael Rubashkin	Step 2	653.00
RDMS Destination Imagination	Ashby Bartke/Alyse Geele	Step 1	571.00
RDHS Strength Coach/Semester 2	Woody Moore	Step 5	1,977.00
RDHS Strength Coach/Summer	Woody Moore	Step 5	1,483.00
RDHS Varsity Baseball	Brian Plourde	Step 5	3,213.00
RDHS Varsity Softball	Donald Pietroski	Step 5	3,213.00
RDHS JV Baseball	Joseph Nelsen	Step 2	1,921.00
RDHS JV Softball	Michael McGuire	Step 3	2,023.00
RDHS Baseball Assistant	Michael Tolman	Step 5	2,225.00
RDHS Softball Assistant	Joshua Mahar	Step 5	2,225.00
RDHS Varsity Tennis/Boys	Peter Pfister	Step 5	2,162.00
RDHS Varsity Tennis/Girls	Benji Blake	Step 5	2,162.00
RDHS Outdoor Track/Head	Luke Leavitt	Step 5	3,123.00
RDHS Outdoor Track Assistant	Richard Kelley	Step 5	2,225.00
RDMS Winter Cheering	Amanda Myrick	Step 1	1,336.00
RDMS Outdoor Track/Co-Ed	Ellen Spring	Step 5	1,730.00
RDMS Outdoor Track Assistant	Douglas Tonner	Step 2	502.00

M.S.A.D. No. 5
COMPUTATION AND DECLARATION OF VOTES

The total number of votes cast in all of the municipalities within the District in the affirmative on Question 1 of the Warrant and Notice of Election of the District Referendum held November 4, 2008, relating to a plan to reorganize Maine School Administrative District No. 5 and Maine School Administrative District No. 50 into a regional school unit is 3,793, and the total number of votes cast in all of the municipalities in the District in the negative on said Question is 1,708, said votes being computed as follows:

	<u>AFFIRMATIVE</u>	<u>NEGATIVE</u>
Town of Owl's Head	<u>694</u>	<u>309</u>
City of Rockland	<u>2,428</u>	<u>1,118</u>
Town of South Thomaston	<u>671</u>	<u>281</u>
TOTAL	<u>3,793</u>	<u>1,708</u>

The Board of School Directors hereby declares that there were **more/less** votes cast in the affirmative than in the negative on said Question and finds that said Question has **passed/failed**.

Dated: November 13, 2008

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A majority of the Board of School Directors of M.S.A.D. No. 5

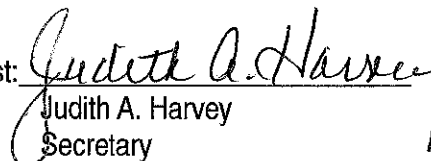
**MSAD 50
School Board Meeting
November 12, 2008**

1. Greg Hamlin moved and Joanne Richards seconded the motion that the Computation and Declaration of Votes dated November 12, 2008 and attached hereto be and it is hereby approved. There was a 10-1-0 vote, with Josiah Wilson opposed.
2. Joanne Richards moved and Greg Hamlin seconded the motion that the Computation and Declaration of Votes be entered upon records of the district. There was a 10-1-0 vote, with Josiah Wilson opposed.
3. Joanne Richards moved and Greg Hamlin seconded the motion that a certified copy of the Computation and Declaration of Votes be sent to each of the Town Clerks within the district. There was a 10-1-0 vote, with Josiah Wilson opposed.
4. Bill Reinhardt moved and Greg Hamlin seconded the motion to approve the Many Flags application for submittal to the Department of Education. Jamie recognized Alan Hinsey, whom she said has done unbelievable work on this application. She said that the application is due to the state by the first of December once MSAD 5, MSAD 50, and Region 8 approve the submittal. Jamie said the state board will meet and make a decision by the 31st. Jamie said that this is a culmination of many years of work. She said that thanks weren't enough for all that Alan Hinsey has done in regards to this application process. Alan thanked and congratulated everyone and said that this is a 'mission and vision' for all to be proud of. After some discussion, there was a 10-1-0 vote, with Josiah Wilson opposed.

This is a true copy of the votes taken and approved by the MSAD 50 Board of Directors at its November 12, 2008 meeting.

(DISTRICT SEAL)

Attest:


Judith A. Harvey
Secretary

Maine School Administrative District No. 50
Computation and Declaration of Votes

The total number of votes cast in all of the municipalities within the District in the affirmative on Question 1 of the Warrant and Notice of Election of the District Referendum held November 4, 2008, relating to a plan to reorganize Maine School Administrative No. 50 and Maine School Administrative District No. 5 into a regional school unit is 2,154, and the total number of votes cast in all of the municipalities in the District in the negative on said Question is 1,807, said votes being computed as follows:

	<u>AFFIRMATIVE</u>	<u>NEGATIVE</u>
Town of Cushing	448	346
Town of St. George	639	1,020
Town of Thomaston	1,067	441
Total	<u>2,154</u>	<u>1,807</u>

The Board of School Directors hereby declares that there were more votes cast in the affirmative than in the negative on said Question and finds that said Question has passed.

Dated: November 12, 2008

David Cabon
Julie Sambo
Daniel Brown
George L. Emery
Morris Cherry
Mike Smith

William D. Fink
Joanne Richards
Jimmy Hill

A majority of the Board of School Directors of Maine School Administrative District No. 50.

**MID-COAST SCHOOL OF TECHNOLOGY
REGION 8 COOPERATIVE BOARD MEETING
November 19, 2008**

MANY FLAGS APPLICATION

Members reviewed and discussed the Many Flags Application to be submitted to the Department of Education for approval. The application will be reviewed by the DOE in December and all participating entities will be notified by December 31, 2008 if concept approval is granted. If Many Flags is granted concept approval then the work would begin to complete an application for funding.

MOTION by Edmund Hartt, seconded by Joanne Richards to approve the Many Flags Application for submission to the DOE.

Motion approved 11-2-1

In Favor: Hartt, Sampson, Wiggin, Brampton, Curtis, Newcomb, Jeffers, Skoog,
Richards, Rollins, Lee **Total Weight: 632.43**

Not In Favor: Wilson, Jackson **Total Weight: 176.72**

Abstained: Genthner

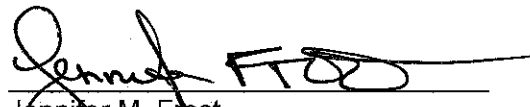
Absent: Dolloff

Attest:

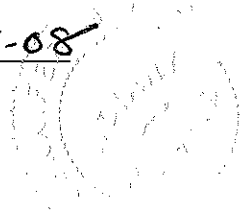

Elizabeth Fisher, Director

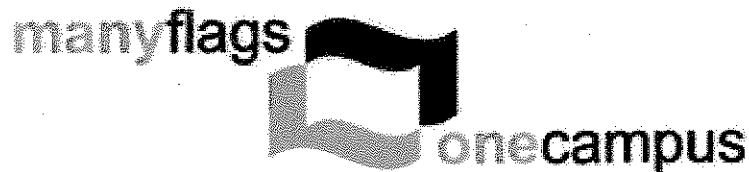
11/25/2008
Date

Notary:


Jennifer M. Frost
Commission Exp. 6/1/2015

11-25-08
Date





**Memorandum of Understanding
regarding the
Maine Marine Trades Association
and the
Many Flags/One Campus Model**

The Many Flags/One Campus (MF/OC) is an educational model will blend on one campus, a Regional High School, a fully integrated Career and Technical Education Center, Adult Education, and offerings from post secondary education providers, including the University of Maine System (UMS) and the Maine Community College System (MCCS). In addition, the MF/OC model will include Industry Centers of Excellence, such as the Marine Systems Training Center, and various other business and community support services. MF/OC will be come a center for academic, technical, cultural and civic activity in Midcoast Maine.

The Maine Marine Trades Association (MMTA) is committed to ensuring that the boat building and marine trades industry remains a vibrant and sustainable economic sector in Maine. The MMTA strives to assist its members by proving access to training, education and workforce development services. To that end, the MMTA agrees to assist with the development of training and education programs and resources that will be provided by the Marine System Training Center (MCTS), which will be co-located on the Many Flags campus. The MMTA will provide management and oversight services for the MSTC, and agrees to provide technical expertise and advice to the Many Flags Steering Committee. The MMTA may assist the Many Flags planning process by providing input into the operational, managerial and physical plant design for the Industry Center of Excellence portions of the Many Flags campus. The MMTA agrees to work collaboratively with all of the educational partners who will be participating in the Many Flags/One Campus model so as to provide access to the best possible, industry directed training and education for the marine trades industry in Maine.

The signatures listed below demonstrate the mutual commitment to the Memorandum of Understanding regarding the Many Flags/One Campus Model, as stated above:

A handwritten signature in dark ink, appearing to read "John E. Kachmar", written over a horizontal line.

John E. Kachmar, President
Maine Marine Trades Association

11-25-08

date

flags



campus

**Memorandum of Understanding
regarding the
Marine Systems Training Center
and the
Many Flags/One Campus Model**

The Many Flags/One Campus (MF/OC) is an educational model which will blend on one campus, a Regional High School, a fully integrated Career and Technical Education Center, Adult Education, and offerings from post secondary education providers, including the University of Maine System (UMS) and the Maine Community College System (MCCS). In addition, the MF/OC model will include Industry Centers of Excellence, such as the Marine Systems Training Center, and various other business and community support services. MF/OC will be come a center for academic, technical, cultural and civic activity in Midcoast Maine.

The Marine Systems Training Center (MSTC) is committed to providing access to the highest quality training, education and workforce development resources for the marine trades industry in Maine. Presently, the MSTC is located in an interim facility at the Thomaston Academy building on Main Street in Thomaston. The long range plan is for the MSTC to be permanently located on the Many Flags campus with the other training and education partners, when the physical facilities are ready and the financial resources are available to ensure that the MSTC can effectively provide marine systems training at that location. The management, staff and Advisory Board of the MSTC will assist the Many Flags planning process by providing input into the operational, managerial and physical plant design for the Industry Center of Excellence portions of the Many Flags campus. The MSTC agrees to work collaboratively with all of the educational partners who will be participating in the Many Flags/One Campus model so as to provide access to the best possible, industry directed training and education for the marine industry in Maine.

The signatures below demonstrate the mutual commitment to the Memorandum of Understanding regarding the Many Flags/One Campus Model, as stated above:

Ben Cashen, President
Marine Systems Training Center

11/25/08

date

Minda McVetty, Director
Marine Systems Training Center

11/25/08

date



Fact Sheet

1. ***Many Flags/One Campus concept*** – to establish a bold new high performing and applied learning education model, we will co-locate and integrate on one campus a Regional High School, the Region 8 Voc Tech School, a Higher Ed Center made up of UMaine and KVCC, and a ***Marine Systems Center of Excellence***.
2. ***We will open an Interim Marine System Training Center – Winter 2008 (first classes to begin Dec 2007)***
3. ***The interim Center will be located in 5,000 sf of space at the Thomaston Academy facility*** – East wing of the Thomaston Academy Building (Main St., Thomaston) – 2,500 sf classroom/computer lab/admin. space on 3rd flr - & 2,500 sf shop/project space in former gym area.
4. ***Research indicates the need for a Marine Systems Training facility – NOW*** (2005 NSAI/WIRED Grant research; 2003 MMTA study; MDOL's 2007 Business Visitation Surveys.)
5. ***Thomaston sits at the hub of the boat building/marine trades industry for Maine*** – within 60 miles of the proposed center there are 182 Marine Businesses (boat bldg, yards, marinas, dealers, service, etc.) & over 240 within a 90 mile radius.
6. ***Works with/compliments the Composite Center --*** The Marine Systems Training Ctr in Thomaston will compliment the research, training and business incubation that will take place at the Applied Technology Center in Brunswick.
7. ***Our Training Providers*** - We have secured signed agreements to have classes, programs, degrees and certifications offered at the Thomaston Marine System Ctr by:
 - a. ***The Landing School***
 - b. ***KVCC – Marine Trades***
 - c. ***American Boats and Yachts Council*** – training, testing and certifications

8. ***Other training providers and services that are proposed for the Center:***
 - a. **Original Equipment Manufacturer's** training at the Center
 - b. **Apprenticeship** training programs - classroom
 - c. **High School level Marine Trades** curriculum - classroom
 - d. **High School level Maritime Tech** programs - classroom
 - e. **Other Marine Tech providers** that may want to use the facility for some systems courses.

9. ***A full-time Center Manager will be hired and an Industry Advisory Board will oversee the Center operations.*** Eastern Maine Development Corp(501c3) will be the lease holder. The Maine Marine Trade Association will provide all management and operations oversight for the Center (the Center Manager will be a MMTA employee). A 9 member Advisory Board will work with the training providers and MMTA to ensure that the right mix of classes are offered for new students and incumbent workers being sent for training by their employer.

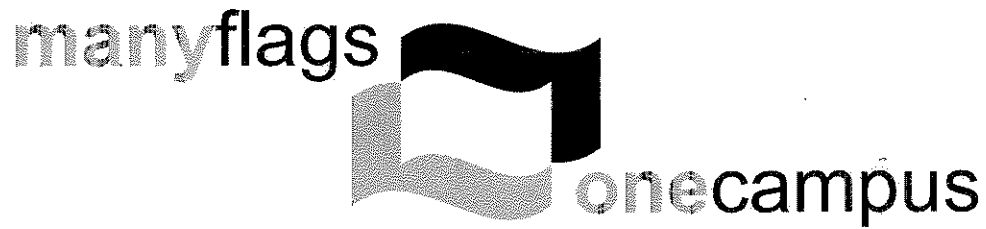
10. ***Self-sufficient within 5 years*** – NSAI/WIRED grant funds and training subsidies will be used to offset a portion of the start-up costs of the facility. However, the potential demand for training within the 60/90 mile commute distance of Thomaston indicates that by year 5 we will have a sufficient student base (both new students and incumbent workers) to cover all Center costs through direct tuition and rents charged to training providers (including OEM training).

11. ***The Best Boat Builders, Technicians and System Specialist – for the Best Boats in the World*** – if the “Maine Built Boat” brand is to become the equivalent of the “Rolls Royce of Boats,” our workers must be the best builders, technicians and systems specialist in the world. We believe that the Marine Systems Training Center in Thomaston will become an important component of the Maine Built Boat brand. “Excellence” will always be our watch word.

MSTC Advisory Board:

- Stacey Palmer, MMTA Rep
- Gene Ellis, MDOL Apprenticeship Program
- Ben Cashen, Wayfarer Marine
- Bruce Hopkins, Lyman-Morse Boats
- Alan Hinsey, Eastern Maine Development Corp
- Steve Von Vogt, Maine Composites
- Jerry Heist – Morris Yachts
- Jeffery Lowell – Boothbay Region Boat Yard
- Jeff Armstrong – Jeff's Marine - Thomaston

Attachment N.

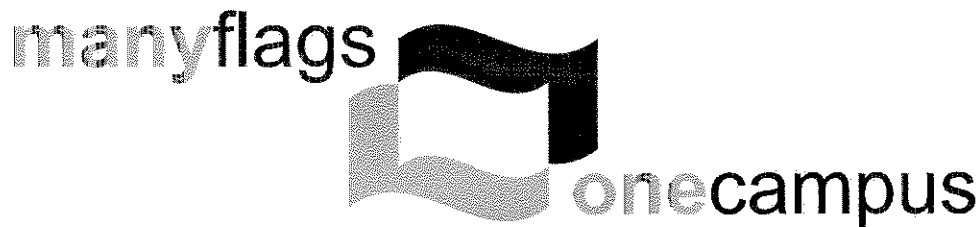


Project Update Report to the Community

June 2007

**Submitted to the
The School Board Members and citizens represented by
MSAD 5, MSAD 50 and Region 8**

**Presented by the
Many Flags/One Campus Steering Committee**



Project Update Report to Community – June 2007:

1. Introduction:

The following report has been prepared by the Many Flags Steering Committee and is submitted to the MSAD 5, MSAD 50 and Region 8 School Boards, and all of the citizens that make up those school districts. This report reflects all of the planning and research activity that has taken place by the Many Flags Steering Committee to date.

Much research, planning, public outreach and input has taken place over the past year and a half. The following report will attempt to briefly summarize those activities and findings. A greater level of detail on many of the topics discussed in this report can be found online at www.manyflags.org.

While the following report is only a brief summary of the activity and plans of the Many Flags Steering Committee, it does present, in brief outline form, a synopsis of the key points and findings that are guiding the continued progress of the Many Flags/One Campus project.

Just as the Many Flags concept has evolved over the past few years, so too has the configuration of the Many Flags Steering Committee. As the Many Flags concept has grown and expanded in scope and direction, additional members have been added to the Many Flags Steering Committee to represent the depth, complexity and diversity of this innovative educational concept. The current Many Flags Steering Committee is comprised of the following members:

- Al Pfeiffer, Supt MSAD 5
- Audrey Buffington, Chair MSAD 5 Bd
- Judy Harvey, Supt, MSAD 50
- Jamie Doubleday, Chair MSAD 50 Bd
- Tim Hathorne, Director of Region 8 Mid Coast School of Technology
- Barbara Woodlee, President KVCC
- Deborah Meehan, Dir. Univ College Thomaston
- Margaret Malmberg, Dir, Univ Maine – Hutchinson Ctr – Belfast
- Chris Legore – Univ of Maine System

- Rep. Chris Rector – Thomaston
- Rep. Ed Mazurek - Rockland
- Mike Roberts – Cushing
- Paul Luttrell – Rockland
- Nancy Jeffers – Rockland
- Aimee Sanfilippo – Thomaston
- Ann Matlack – St. George
- Lisa Berger – Rockland

In addition, a number of other community members have been involved in various work groups over the past one and a half years to assist the Many Flags Steering Committee with data collection and development of concepts for the Many Flags model (these work groups will be referenced later in the report).

Finally, Alan Hinsey, Economic Development Specialist for the Knox/Waldo Regional Economic Development Council (a program of Eastern Maine Development Corp), has been serving as project coordinator and staff to the Many Flags Steering Committee.

2. History of Concept

In 2003 a group of Knox County business and community leaders met to begin discussing what would be needed to improve the regional economy of the Midcoast area. Many ideas were discussed, but one central theme emerged time and again. The group felt that a well trained and highly skilled workforce was needed to shift the Midcoast region to a knowledge-based, year round, vibrant and sustainable economy. To accomplish this it was determined that the region needed greater (and easier) access to higher education and technical training. Surveys of area businesses and citizens were conducted that also confirmed the need for increased access to higher education and technical training. Further, many respondents noted that a more robust, high performing educational system was needed at all levels throughout the region – including K-12, technical education and post secondary education. The consensus was, that as a region, we needed to focus on excellence in education for the twenty-first century. This focus on excellence in education and workforce training would serve as the fundamental element that could lead to the transformation of the economy of the Midcoast. See Attachment A (p.22), “Why Here/Why Now,” which outlines the economic, demographic and community basis for this concept.

Out of these initial meetings and surveys, the Many Flags/One Campus concept was born. Initially the concept was simply to create a campus that would house a higher education center that would provide programs, classes and degrees from the Univ. of Maine and Kennebec Valley Community College. Over time, the Many Flags concept evolved to include the possibility of a high performing regional high school also being located on the campus with the higher education and technical education centers. Finally, the marine trades/ boat building industry in the region suggested that a Marine Systems Center of Excellence should also be considered for this innovative coastal learning environment. The final vision that evolved for the Many Flags concept is as follows:

“Many Flags/One Campus” is a unique technical and higher education concept for the Midcoast and its Island communities that promotes efficiency by combining into one virtual presence and physical location the programs, degrees, students, faculty, staff, classrooms, labs, technology infrastructure and administrative functions from the following institutions that provide vocational/technical training, associate degrees, baccalaureate degrees and graduate degrees: the Midcoast School of Technology (MCST); Kennebec Valley Community College (KVCC); University of Maine Orono – Hutchinson Center (UMO-H); the University College at Thomaston (UCT); and a Marine Systems Center of Excellence in cooperation with the Maine Community College System and private marine trade training resources in Maine.

In addition – this robust learning environment will be an exceptional campus location for a high performing regional Midcoast High School, with a focus on integrated applied learning, career and technical education, and early college/dual enrollment opportunities.

See Attachment B (p.25) for a “Fact Sheet” that presents the basic elements of the Many Flags concept.

The following is a brief chronological outline of the steps that led to the formation of the Many Flags concept to this point:

- **2003** - initial discussion regarding economic/workforce training needs for the Midcoast;
- **2004** – survey conducted re needs in Midcoast – access to higher education and improvements for all levels of education stressed by survey respondents;
- **Fall 2004** – First meeting to discuss a “campus” concept - KVCC, Univ Maine – Hutchinson Ctr; Univ Maine – Thomaston Ctr; Midcoast School of Technology
- **Jan 2005** – formed the Many Flags/One Campus Steering Committee (Univ Maine, KVCC, MCST);
- **2005** – Many Flags Steering Committee formed – began regular meetings to begin discussing/designing a Many Flags Campus concept/vision statement.
- **Fall 2005** - Many Flags Steering Committee invited to present the “campus” concept to the Georges Valley High School “Future Options Task Force;”
- **Dec 2005** – the GVHS Future Options Task force presented their recommendation to the MSAD 50 School Bd – including the recommendation that they pursue possible merger with a neighboring high school and possible co-location of the new school on the Many Flags campus. MSAD 50 School Bd accepted those recommendations;
- **Jan – March 2006** – Many Flags concept and GVHS Future Options Taskforce report presented to community and throughout MSAD 50. MSAD 50 Supt. and Bd Chair join Many Flags Steering Committee;
- **Spring 2006** – MSAD 5 School Board formed the MSAD 5 Consolidation Committee – review of all building and educational needs in MSAD 5 – with a

particular focus on the possibility of Rockland District High School becoming a part of the Many Flags Campus – with GVHS.

- **Spring 2006** – Marine Trades Association and the North Star Alliance approached the Many Flags Steering Committee to begin the discussion of adding a Marine Systems Training Center into the Many Flags campus concept;
- **Summer 2006** – MSAD 5 Consolidation Committee recommend that the MSAD 5 Bd pursue possible merger with GVHS and co-location of the new regional high school on the Many Flags campus (with a higher ed center and Midcoast School of Technology). MSAD 5 Bd accepted that recommendation and authorized the Superintendent and Bd. Chair to begin working with the Many Flags Steering Committee and the MSAD 50 Bd.
- **Summer 2006** – Task Teams formed (see Section 4 below);
- **Fall 2006** – Joint MSAD 5, MSAD 50 and Region 8 MCST School Board meeting – all agree to pursue consideration of a regional high school and co-located MCST on the Many Flags campus;
- **Oct 2006** – final RDHS/MSAD 5 Consolidation Committee report released – recommend pursuing merger talks with GVHS on the Many Flags campus;
- **Oct – Dec 2006** – Community-wide forum (10/5 at Samoset) and kick off community Outreach sessions (see Section 3 below);
- **Jan 2007** – received formal letters of commitment (through 2008) to the Many Flags campus concept from the Chancellor of the Univ of Maine; President of the Maine Community College System and all local partners (MSAD 5, MSAD 50, MCST).
- **Spring 2007** – RDHS, GVHS and MCST begin working with consultants from the “Great Maine School Project” - Mitchell Institute (see Section 5 below);
- **Summer 2007** – Form “Friends of Many Flags” volunteer group (see Section 7 below);
- **Summer 2007** - receive North Star Alliance grant to form the interim Many Flags Marine Systems Center
- **Summer 2007** – begin Project Leader search and hiring process (see Section 6 below).
- **June 2007** – Many Flags “Update Report to Community” issued,

3. Public Input and Outreach Process

During the fall and winter of 2006 and spring of 2007, the Many Flags Steering committee initiated its public outreach and input efforts. In October 2006 a community-wide forum was held at the Samoset to present the general Many Flags concept to the public and to begin the process of seeking a broad range of public input on the Many Flags model. Along with the Many Flags Steering Committee panel, Susan Gendron, Commissioner of the Maine Department of Education, was the featured speaker at that evening forum which was attended by approximately 200 people.

The October 2006 forum at the Samoset was the beginning of a series of public input sessions that took place throughout the fall and winter of 2006 and spring of 2007.

- The Many Flags Steering Committee, along with a group of volunteer facilitators from the community conducted sessions in Rockland, Thomaston, St. George, S. Thomaston, Owls Head, and Cushing.
- Two business focus groups were held at the Rockland/Thomaston Chamber of Commerce Office to seek input from area businesses. Over 25 local businesses participated in these focus groups.
- Presentation and input sessions were held with the MSAD 50 faculty and the Rockland District High School faculty.
- A day long informational and input session was held with approximately 30 students representing GVHS, RDHS, Mid Coast School of Technology, the Thomaston Grammar School and the Rockland District Middle School.
- A presentation and Q&A/input session was held with the entire GVHS student body.
- Presentation and input sessions have been conducted with numerous community groups – including: The Kiwanis, Rotary, and the Rockland/Thomaston Chamber of Commerce Board of Directors
- Presentations and Q&A sessions with the MSAD 28 School Bd and the MSAD 40 School Bd.
- Finally, during that 2006/2007 period, two combined School Board sessions were held at the MCST to present information on the Many Flags project to the Boards, the public and the press.

While it is impossible to list all of the input we received through these many sessions over the past year, below we have attempted to summarize the predominant comments, suggestions, concerns, and expectations that we heard at these various public input sessions on the Many Flags concept:

Size of High School:

The potential size of a consolidated high school was by far the most discussed topic area of all of our sessions. While it appeared that a majority of people we met with supported the general concept of a Regional HS (especially if co-located on a high performing campus with access to the MCST and a Higher Ed Center), they were concerned about the final size of the high school. Most people did prefer the current small school size at GVHS and RDHS, but they understood the benefits of combining to create a critical mass that would allow for more diversity and depth of educational opportunities. However, the consensus appeared to be that a consolidated high school of approximately 750-800 student, while significantly larger than either existing high school, could be acceptable to most – IF the quality of educational offerings were significantly improved – and IF the new school's academic and physical structures were designed in away that would facilitate smaller groups or "school within a school" concepts, to retain as much of the small school feel as possible. It was also clear that it was the general consensus of the 6 communities that now make up the MSAD 5 and MSAD 50 Districts that they would not support the addition of a 3rd High School into the plans for the consolidate Regional High School on the Many Flags Campus, A strong consensus felt that adding a 3rd high school

(such as Medomak Valley HS) would simply take the total number of students at the consolidated high school to an unacceptably large number.

Size of Campus/Security Issues:

Most people seemed to endorse the concept of co-locating the high school on a campus with a Regional Vocational School, a Higher Education Center, and a Marine Systems Center, however, they did voice concerns regarding the overall size of the campus and how the security of the younger high school students would be ensured. While many understood and supported the integration of programs throughout the campus and the access to early college, etc, they also strongly believed that appropriate separations were needed and should be included in the campus design plan. In addition many believed that a high level of attention should be given to campus and building design elements to ensure appropriate safety and security measures are in place throughout the campus environment.

Easy access to extracurricular activities – especially Sports Teams:

Many parents and students voiced a concern that a larger high school may make it harder for students to easily access extracurricular activities. In particular, the concern was centered around the assumption that at a larger high school there would be increased competition for spots on sports teams (especially varsity teams) and in musicals and drama performances, etc. There was much discussion about this issue. A number of other parents and students also pointed out that while competition may be more intense at a larger school, there would also be the opportunity to have more teams and more types of sports and diversity of extracurricular events and clubs from which to choose.

Campus Location:

While specifics of a possible campus location were not discussed at these public input forums, many attendees mentioned the need for a balanced approach to finding the best possible location for a campus. Some preferred an “in town” location, while others expressed a concern about sufficient room so that such items as sports fields and a performing arts center can be accommodated at the location. But uppermost in most minds was the issue of travel time. While there was not a consensus on the best location, it was clear that the majority wanted to make sure that it was centrally located and easily accessible by all of the students who would be attending. Long bus rides should be avoided to the extent possible.

Cost:

Total project estimates were not discussed at these public input sessions, however, there was considerable discussion regarding who would be responsible for the cost that will eventually be incurred with a large public project of this nature. Some were concerned that the local school district may be paying for the development of the Higher Ed Center and the Marine Systems Center. We pointed out that only the consolidated High School

and the Midcoast School of Technology would be the financial responsibility of the local taxpayers – the Higher Ed Center and Marine Systems Center will be paid for separately through private funds, grants and donations. Further, it was pointed out that it would be highly unlikely that either GVHS or RDHS would receive State funding for the significant renovations/improvements needed to bring both high schools to the level needed for high performing high school in the Twenty First Century. If the voters decide that they want to stay in their existing buildings, it is very likely that the taxpayers in those districts would be responsible for 100% of the cost for renovation/improvements. However, if GVHS and RDHS decide to consolidate, they may apply for State funds for a new regional high school building project, in conjunction with the Mid Coast School of Technology – Vocational Region 8. If approved by the State Board of Education, it is anticipated that approximately 96% of the funds needed for the basic new school construction would be covered by the State – leaving the taxpayers of the 6 towns (Thomaston, St. George, Cushing, Rockland, Owls Head, S. Thomaston) to pay only the remaining 4% for the new structure over a 20 year period.

Focus on Excellence in Education:

While much of the discussion at the various sessions was centered around campus location, size of schools, and buildings, etc., it was often noted by parents, students, teachers and employers that the focus for the Many Flags effort must be on how to provide the best possible standard of education, programs and curriculum for all students FIRST – buildings and campuses should only be thought of as a means to that end. The physical structures and locations should be conceived and designed in ways that will advance the high performing academic and applied learning standards of the new programs and curriculums.

Access to Higher Education/Technical Courses

Overall there appeared to be a consensus that co-locating and integrating career and technical education directly with the academic high school programs was a good educational model. Further, most people were very supportive of the concept of providing close and easy access to Community College and University of Maine classes for our high school students.

Skilled workforce needed

A consistent message that came out of the business focus groups, as well as from the numerous presentations at community organizations, was that a much more highly trained and skilled workforce is needed in our region. In fact, many employers told us that they had to recruit new employees from outside of our region because many of the local employment candidates did not have the entry level skills they needed. In addition, employers indicated that they had to recruit from outside our area to find workers who had the higher level technical skills and expertise needed for the better paying jobs.

Faculty and staff jobs and overall administrative logistics

The input sessions with faculty and staff of GVHS and RDHS were dominated by concerns about job security. Examples of questions asked were: how many teachers would be needed at a consolidated high school?; how would teacher seniority be handled?; and how would the hiring or re-hiring process be managed?. While it is much too early in the process to answer these concerns in detail, the Superintendents stated that since a new administrative structure will need to be created to manage a new consolidated high school, they could not guarantee that all jobs would be retained, nor could they answer questions about seniority, etc at this time. Those decisions would come from the new administrative structure that will be formed to manage a consolidated high school, should that come about. However, it was also stated that because a portion of the current teaching staff will be reaching retirement age, and may elect to retire within the next few years, it is highly likely that the new consolidated high school will need at least the number of remaining faculty to meet the staffing needs at the new school.

Feeling that this is “done deal”

A concern was expressed by a few participants during the input sessions that the Many Flags concept and plan was a “done deal.” Simply put, a few participants stated that they felt that the momentum on the Many Flags project and the work being done by the Many Flags Steering Committee indicated that all of the decisions about the project had already been made and that the public would not have the chance to impact the project. Members of the Many Flags Steering Committee responded that the purpose of the input sessions and public forums was to seek comments, suggestions, and ideas from the public to help shape the Many Flags project. It was also noted that the secondary education components of the campus project could not go forward without the approval of the voters. Even if the consolidated high school and new career and technical school portions of the Many Flags concept receive approval by the State Board of Education for construction funding, it still must be approved by the voters of the towns involved at a community-wide public referendum,

Concern that MSAD 28 and MSAD 40 would be paying for the Consolidated GVHS/RDHS Regional HS

On several occasions the concern was raised that the tax payers of MSAD 28 and MSAD 40, who send students to the Region 8 Mid Coast School of Technology, would be paying for the construction of the new consolidated (GVHS/RDHS) high school on the Many Flags campus. Those people were assured that the funding for MCST portion of the campus and the new consolidated high school portion would remain separate and they would be responsible only for those portions of the campus that are used by their students. While the applied learning concept in the Many Flags model encourages integration of vocational/technical programs and traditional academic programs, to the extent possible, it will still be entirely possible to track costs so that the tax payers from MSAD 28 and MSAD 40 will only be paying for the portions of the campus used by their students.

4. Task Team Findings:

During the summer and fall of 2006 the Many Flags Steering Committee formed several “Task Teams” to begin the process of more clearly defining the components that will eventually make up the Many Flags campus and project going forward. The Task Teams were set up for a short period to form the first rough definitions for the components of the Many Flags model that would help frame the discussion and public input sessions that would take place in the remainder of 2006 and 2007. Below is a very brief summary of the work of those Task Teams:

High Performing/Applied Learning High School Task Team:

Judy Harvey, Supt. MSAD 50, Dennis Howard, Interim Supt. MSAD 5, Al Pfeiffer, Supt. MSAD 5, and Tim Hathorne, Director of Region 8 – Mid Coast School of Technology worked together for several months to create a “vision” of what they hoped a new consolidate regional high school would be like. The vision is meant to be just a starting point for framing the ongoing discussion and planning for a new high performing/applied learning environment that will be a model of educational excellence for our community. The superintendents organized their vision around the following topic areas: Vision for Students and Learning; a Vision for Teachers and Teaching; a Vision for the Learning Community; and a Vision for the Campus. The full text of the vision statement formed by this Task Team is shown in Attachment C (p.27).

Higher Education Vision Task Team:

Chris Legore, Univ. Maine System – Chancellor’s Office; Margaret Malmberg, Univ. Maine, Hutchinson Center; Joan Fink, Univ College Thomaston; Deborah Meehan, Univ. College Thomaston; Barbara Woodlee, Kennebec Valley Community College (KVCC); and Kathy More, KVCC worked together for several months to construct a vision statement for the Higher Education Center and programs that they hoped would be present on the Many Flags campus. The Higher Education Center Vision Statement is organized around the following expectation categories: Student Need/Demand; Facility; Enrollment; and Organizational Structure. The full text of the Higher Education Vision Statement formed by this Task Team is shown in Attachment D (p.30).

Marine Systems Center Vision Task Team:

Ginny Carroll, Maine Dept of Labor; Gene Ellis, Maine Apprenticeship Program; Barbara Woodlee, KVCC; Glen Shivel, The Landing School; Rep. Chris Rector; Mike Roberts; Paul Williamson, North Star Alliance; Stacey Palmer; O’Hara – Journey’s End Marina; Susan Swanton, Maine Marine Trade Association; and Tim Hathorne, Region 8 - MCST worked together for several months to construct a vision statement for a Marine Systems Center of Excellence that they hoped would be present on the Many Flags campus. The Marine Systems Center Vision Statement is organized around the following

topics: Concept and partners; Administration; Course Content and Standards; Instructors; and Marketing. The full text of the Marine Systems Center Vision Statement formed by this Task Team is shown in Attachment E (p.33).

Site & Location Task Team:

Tom Hall; Val Blastow; Tim Hathorne; Richard Kaeyer; Paul Luttrell; Larry Schooly; Jamie Doubleday; Rep. Ed Mazurek; Rep. Chris rector; Doug Erickson; David Cobey; Chris Shrum; and Bill Reinhardt held several meetings to begin constructing the broad outlines of a site/location selection criteria for the Many Flags campus. Initially this group hoped to develop a more detailed report on site possibilities, but they were advised by the Maine Dept of Education that it was too early in the process to begin any detailed site selection work. Given that advice, the Task Team did put together a broad site selection criteria list for future planning purposes by the Many Flags Steering Committee. They also reviewed area tax maps of all parcels of 75 acres or greater and developed a list of general locations for possible future consideration, should the Many Flags project move to that level of planning and development (see the site selection criteria and possible location list below):

General site selection criteria/assumptions:

- Size: 75-100 build-able acres
- Reasonable access from major roads
- Cushing/St. George peninsula locations excluded
- Flat topography preferred
- Site development cost must be considered
- Athletic fields – prefer to have located on the campus
- MDOE uses 165 sf/student as the base-line HS building size requirement – for 800 students that would be a base HS building size of 132,000 sf
- Region 8- MCST projects the need for a 100,000 sf building
- The Higher Ed Center will be approximately 25,000 sf
- Student population projections for the campus site are:
 - HS: 750 – 800 students
 - MCST (Region 8): an additional 300 HS students
 - Higher Ed Center – 750-1000 students within 2 yrs and 1500 – 2000 within 5 yrs.
 - Marine System Ctr – unknown at this time
 - Adult Ed and Senior College – unknown at this time
- The community may want additional features at the campus – such expanded performing arts center, community fitness facilities, conference/meeting facilities, etc.
- Must meet all State MDOE Secondary Ed site/building requirements
- Reasonable commuting time for all students
- Centrally located
- Cost of accessing water/sewer/utilities must be considered
- Affordability of land must be considered

General locations for possible future consideration:

- A Route 90 location – might be more appealing to Camden HS and MVHS students who go to MCST
- Buttermilk Lane – Beaver Stinson Property
- Route 131 - “Anderson Sisters” property – on North side just past RR tracks on 131 – just across the S. Thomaston line
- Land behind Dormans – currently optioned by Richmond Corp.
- Dragon property – off old county Road
- Other Old County Road property – West Meadow lane area
- Land behind Cambrex – on Thomaston St.
- Parcels adjoining South School
- GVHS property and adjoining parcels
- Waskeag farm property – off Buttermilk Lane
- Route 73 –across from Transportation Museum

One of the potential locations identified above appeared to the Site and Location Task Team to be particularly well suited for a possible future campus location. The S. Thomaston, Route 131 “Anderson Sister” property was seen by the Task Team to be a very promising potential future location. Some initial research was completed regarding the potential appropriateness of that property for Many Flags campus. Basic site analysis of the land was conducted and several meetings were held to explore the possible suitability of this parcel for a campus. In addition, the Anderson Family heirs were approached to see if they would consider an “option to purchase” the land, to reserve it for possible future consideration should the Many Flags project move forward and receive State funding and voter approval. The owners indicated that they are not interested in selling the land, nor were they interested in offering an option to buy the land, at this time.

Finance and Development Task Team:

Rep. Chris Rector; Jim Paterson; Bob Hastings; and Alan Hinsey formed the Finance and Development Task Team. This Task Team began the process of establishing rough costs estimates for the Many Flags Project as well as identifying the processes that would eventually be needed to fund the project, should it go forward.

The cost estimates that were developed by this Task team and shown below are prelinamry rough estimates that are designed to simply help the Many Flags Steering Committee begin to better understand the estimated costs that would be needed to make this a reality, should the communities decide to go forward with the concept. These are rough/preliminary estimates that should only be used to begin the planning/discussion process – much more detailed cost analysis and projections will be needed, should the communities decide to go forward with the Many Flags Campus model. In addition, the cost estimates that are shown below are based on current construction cost estimates only.

Consolidated High School Cost Estimate:

The Maine Dept of Education estimates that 165 square feet of building space (at a minimum) is needed for each high school student in Maine. Give that, the base square footage needed for a potential consolidated regional high school on a Many Flags Campus (assuming 800 students) is 132,000 sf. The current average new school construction cost is approximately \$220/sf --- therefore the cost for the construction of a basic high school that would house 800 students would be \$29,040,000.

We estimate that a minimum of 40 acres will be needed for the high school and related athletic fields, parking areas, etc. At a rough estimate cost of \$20,000 per acre, the land cost for the High school would be \$800,000.

As previously noted, it is clear that this new school construction project would only be feasible if the State Board of Education selects this new regional high school as one of its new construction priority projects. If it is selected, the State will pay for approximately 96% of the base new high school and land cost. Additional construction items, such as a larger performing arts center, would not be included in that 96% State funding.

	Cost	Paid by State	Paid by Local Funds
o Land	\$800,000	\$768,000	\$32,000
o Basic HS Bldg	<u>\$29,040,000</u>	<u>\$27,878,400</u>	<u>\$ 1,161,600</u>
Total HS Cost	\$29,840,000	\$28,646,400	\$ 1,193,600

It is estimated that it would cost approximately \$11 million to renovate/upgrade the existing GVHS building (see GVHS Futures Option Task Force Report - Nov 2005) and approximately \$9 million to renovate/upgrade the existing RDHS building (see MSAD 5 Consolidation Advisory Committee – Oct 2006) . It is also highly unlikely that the State Board of Education would decide to fund either of the renovation/upgrade projects for high schools with declining enrollments. Therefore, the communities would bear the entire \$ 20 million cost of the renovation/upgrade projects at the existing GVHS and RDHS sites. However, if the communities decide to form a consolidated regional high school on the Many Flags Campus, and if it is funded by the State (96%), the communities would only pay approximately \$1.2 million for the new modern structure designed to fully meet the educational needs of the twenty-first century.

Because the 165 square foot per student ratio only provides for the basic high school structure, including an auditorium that would hold only approximately 1/3 of the student body, for planning purposes, the Task Team assumed that an additional 15,000 sf of auditorium/performing arts center space may be desired by the community (an additional 15,000 sf would allow for the construction of a performing arts center at the high school that would seat approximately 1000 people). At a rough estimate cost of \$300 per sf for the specialized performing arts center type space, the cost would be an additional \$3,000,000.

New Region 8 Midcoast School of Technology Cost Estimate:

Region 8 – MCST estimates that it will need approximately 200 sf of space for each of its projected 500 students. This will require a 100,000 sf structure to accommodate the career and technical training in the future on the Many Flags campus. It is estimated that the construction price per sf for the new MCST structure would be approximately \$220/sf. Therefore, the new MCST building would cost \$22,000,000. In addition, an additional 10 acres of land would be needed for this structure and parking at \$20,000 per acre.

	Cost	Paid by State	Paid by Local Funds
○ Land	\$200,000	\$192,000	\$ 8,000
○ Basic HS Bldg	<u>\$22,000,000</u>	<u>\$21,120,000</u>	<u>\$ 880,000</u>
Total HS Cost	\$22,200,000	\$21,312,000	\$ 888,000

As noted earlier, all of the School Districts that send students to MCST will pay only for their proportional share of this new structure – just as they do now. In addition, the existing Region 8 - MCST building sits on a very desirable waterfront property in Rockland. The Task Team believes that if the MCST Board and their communities decide to go forward with this plan, and if they receive 96% state funding, then the sale of the existing land occupied by MCST should easily cover the additional cost that would not be paid for by the 96% State funding. In effect, the new, state-of-the-art MCST building on the Many Flags Campus may not require any addition local funds from any of the sending communities.

Higher Education Center Cost Estimate:

It is estimated that within 5 years after its construction, the Higher Education Center on the Many Flags Campus (which would be made up of classes and programs provided by the Maine Community College System and the University of Maine System) would attract approximately 1,500 – 2,000 college level students annually in our region. The Task Team assumes that a 25,000 sf structure will be needed to accommodate that level of student activity (as a point of reference – the current Univ. Maine Hutchison Center in Belfast serves approximately 1,100 students in a 19,000 sf space). The task Team estimates that the Higher Ed center (including land cost, furnishing and appropriate equipment and lab space) will cost approximately \$6,000,000,

Total Higher Education Center Cost	\$ 6,000,000
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The \$6 million Higher Ed Center cost would not be paid for by any local property tax funds. The University System and the Community College Systems have also informed the Many Flags Steering Committee that they can not own or build another Higher Ed Center at this time, but because the student demand is high in the Knox County area, they

would lease space in the Many Flags Higher Ed Center to provide classes and degrees.. Given that, the Task Team anticipates that the majority of the funds needed for the Higher Ed Center will be raised through private donations, foundations and grants, We may also have some success in seeking State funding via the Legislative process in future years. In addition, we will also seek Federal funding as appropriate. It is anticipated that a new 501c3 non profit organization may be formed to raise funds for the Higher Education Center and then manage and administer the center on an ongoing basis.

Marine Systems Center of Excellence Cost Estimate:

The Task Teams estimates that the Marine Systems Center of Excellence will require an additional 5,000 sf of dedicated building/shop space on the Many Flags campus. While much of the training that the Marine Systems students (both new students and incumbent workers) will be in classroom space in the Higher Ed Center, they will also need separate hands on training space dedicated specifically to marine systems courses (marine electronics, composites, engine work, hvac systems, hydraulic systems, etc). The Task Team estimated that the additional 5,000 sf of hands-on Marine System training space that will be integrated into the Many Flags campus will cost approximately \$1,000,000.

Total Marine Systems Center Cost	\$ 1,000,000
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Just as with the Higher Ed Center, the Marine Systems Center will not be paid for by any local property tax funds. We anticipate raising the funds needed through private donations, foundations, and grants. In addition, we will be seeking funds from the State Legislature, as well as Federal funding for this important workforce development initiative in Maine. Finally, we believe that we will receive strong support from the Marine Trades and Boat Building Industry in Maine for this important training facility in the Midcoast.

In a related development, the Many Flags Steering Committee has just been notified that it will receive \$240,000 from the North Star Alliance Grant administered by the State of Maine, to assist in the development of the Marine Systems Center component of the Many Flags campus. We anticipate beginning an interim Marine System Training Center in Knox County possibly as early late fall of 2007 – with courses and certificates being offered by the Landing School, the Maine Community College System, and the American Boats and Yachts Commission. The Many Flags Project Coordinator is currently engaged in talks with the Town of Thomaston and the Board of Trustee of the Thomaston Academy to secure space for this interim training center. The plan is to open the Marine Systems Center in the temporary location (possibly using 5,000 sf in the Thomaston Academy Building) and then move the Center to the Many Flags campus when that permanent facility is ready (hopefully within 4 year).

Student Scholarship and Teacher Development Funds Cost Estimate:

The Finance and Development Task Team recognized that for the Many Flags model to be successful, endowment funds must be established to fund the dual enrollment/early

college classes that the students at the regional high school on the Many Flags campus will have available to them. In addition, we recognize that if this model of excellence in education is to be fully realized, the faculty and staff of this innovative educational model must also have funds made readily available to pay for their continued education and advanced training to ensure that our teachers are always using the best practices available. While the Task Team could not provide a detailed cost analysis of this endowment need at this time, they recommended that a fund raising effort be undertaken to set up 2 endowments:

- **\$1,000,000 endowment for H. S. student college class funding**
- **\$1,000,000 endowment for Faculty continuing & advanced education**

Fund raising strategies

While the vast majority of the estimated Many Flags project costs shown above will be covered by State new school construction funding (if the high school and MCST components are selected by the State Board of Education for State funding), it appears that a substantial amount of private funds must be raised to pay for the Higher Ed Center, Marine Systems Center, the additional performing arts center space, and endowments for Student and faculty scholarship funds. If the above estimates are correct, we may need to raise up to \$12 million dollars in private donations, foundation awards and grants. The Finance and Development Task Team strongly recommends that the Many Flags Steering Committee secure professional fund raising and development assistance. The first component of that undertaking should be to complete a thorough funding feasibility study to determine if the privately funded scope of the Many Flags project (potentially up to \$12 million) can be achieved. The private funding feasibility analysis should be conducted during the next 12 months. If the feasibility analysis reveals a positive result, then professional fund raising assistance should be secured as soon as possible to begin that capital campaign.

Planning and Project Management budget for the next 3 years.

The Finance and Development Task Team also recommended the following baseline planning and project management budget be established for the Many Flags Steering Committee for the next three years (beginning FY 2008 – July 1, 2007):

Ongoing Typical Many Flags Planning/Mgt Expenses:

Project Leader cost:	\$60,000
Tech support cost:	\$20,000
Misc. professional Services:	\$15,000
(Surveys, Feasibility Study Fund Raising)	
Outreach/FoMF costs	<u>\$ 5,000</u>
Total Annual Expense:	\$100,000

Ongoing Annual Revenue/Support Projections:

Many Flags Partner Contribution	
MSAD 5	\$10,000
MSAD 50	\$10,000
MCST	\$10,000
Univ Maine Sys	\$10,000
Com College Sys	\$10,000
Maine Dept of Ed Grant	\$25,000
Other Grants	<u>\$25,000</u>
 Total Annual Revenue	 \$100,000

NOTE – for FY 2008 (beginning July 1, 2007) funding commitments have been included in budgets by MSAD 5 (\$10,000), MSAD 50 (\$10,000), MCST (\$10,000), and Univ of Maine Systems (\$10,000). Commissioner Gendron, MDOE has indicated she strongly supports the Many Flags effort and concept and that we may apply for another \$25,000 grant in FY 2008 (the Many Flags project received a Region Efficiency grant in the amount of \$25,000 for MDOE in FY 2007). We will be submitting grant applications for project management funds to the Maine Community Foundation, the Davis Foundation and the Unity Foundation. The only Many Flags partner that has not been able to provided funding thus far is the Maine Committee College System – however, now that the Community College System has received additional funds in the recently enacted State budget, we will be re-submitting the FY 2008 \$10,000 request to the Community College System office.

Community Outreach Task Team:

The final Task Team that was formed was the Community Outreach Task Team made up of Jaime Doubleday, Rep. Chris Rector and Alan Hinsey. This work group meet several times to lay out a plan for the community outreach and input process. The key features of the outreach plan are as follows:

- Many Flags website – www.manyflags.org
- Community presentations and input session (see Section 3 above)
- Brochures and Fact Sheets
- Press releases and periodic guest columns in local news papers
- Videos re Many Flags subject to air on local Cable access TV
 - Featuring comments from students, parents, businesses, and project overview information
 - Education reform lectures (such as the Bill Daggett series)
 - Videos re innovations in education, school architecture, etc
- Friends of Many Flags – form a group of community volunteers to take the lead on community outreach for the project (see Section 7 below).

The Community Outreach Task Team also made three other recommendations designed to provide information to the public and assist in gathering additional community input for the Many Flags Steering Committee's planning purposes:

- **Report to the Community** – provide a detailed briefing report on Many Flags planning and development activities to the public and the School Boards.
- **Community input survey** – contract with a professional research firm to conduct a statistically valid survey of Knox County residents regarding the Many Flags concept. The intent is to gather input regarding attitudes about the concept, assess levels of understanding of the project, and public attitudes regarding components of the Many Flags model and costs considerations, etc. The Many Flags Steering Committee hopes to contract with a research firm to conduct this Knox Country survey in late summer or early fall 2007.
- **Straw Vote at second major Community –wide forum** – In Oct 2006 the Many Flags Steering Committee kicked off the broader community outreach an input process for the project. To complete that process, the Steering Committee will hold the second major community-wide forum in October 2007. The forum will be widely advertised and will provide the most current information about the project. October 2007 was selected because it will have given the Steering Committee one full year form the kick off event in 2006 to have provided information to the public and gather input regarding the project. Also, the fall 2007 date will be when school is back in session and community attention can return back to key educational issues after the summer break. Also, we anticipate that the State Legislature will have reached some final decisions regarding School District reorganization plans by that time.

One of the key features of the October 2007 Forum will be a “Straw Vote” that will be conducted at that time to assess the public's attitudes about the Many Flags model and public willingness to support the plan going forward. This vote will be important to the Many Flags Steering Committee and the three School Boards (MSAD 5, MSAD 50, Region 8- MCST) which may begin the application process for new school construction funding with the State Board of Education at that time

5. Mitchel Institute's “Great Maine Schools” program assistance

In the spring of 2007, consultants from the Mitchell Institute's “Great Maine Schools” (GMS) program began working with administrators, faculty and staff of MSAD 5/RDHS; MSAD 50/GVHS, and Region 8–MCST. The consultants from the Great Maine Schools program assist schools and districts throughout out the state. The GMS program is funded through a grant from the Bill and Malinda Gates Foundation, so the consultation services are provided at no charge to the local school districts.

Duke Albanese and David Ruff of the GMS program met with local school administrators to tailor-make an approach for the RDHS/GVHS/MCST project. The

GMS consultants initiated a process designed to assist the administrators and the faculty members of the two high schools that may merge, and the MCST that could co-locate and integrate with a new consolidated regional high school. Faculty from all three schools met in combined work sessions several times in the spring of 2007. In addition, individual school walk through sessions were led by GMS staff to gather information about all three schools. That data was shared with the combined faculties in May 2007.

During the summer of 2007 a smaller group of faculty members from all three schools will hold a special planning session to review the work completed thus far and to begin the process of constructing a draft vision document for excellence in education that will be presented to the combined faculty members of all three school in the fall. During the fall of 2007, the GMS consultants will continue to facilitate the combined sessions with faculty and staff of RDHS, GVHS and MCST as they continue to develop a set of shared principals, values and vision for excellence in education for the future of the MSAD 5, MSAD 50, and MCST region.

6. Administration and Operation of Many Flags project going forward

The Steering Committee realizes that if the Many Flags concept is to move beyond the “concept” phase of development, it will require more staff time to coordinate and manage this complex process. The Steering Committee has drafted a job description for a Many Flags Project Leader position (see Attachment F- p.36). During the summer of 2007, the Steering Committee will begin a search process for candidates to fill the Project Leader position. The position will be a contractual position that could be renewed each year, depending on the status of the project and availability of funds over the next 3 years. In addition to overseeing the Many Flags project and leading the Steering Committee, the Project Leader position would also oversee other professional contractual services that the Many Flags Steering Committee may need, such as fund raising/feasibility study consultants; survey consultants; architectural concept drawings, etc.

Eastern Maine Development Corp (a 501c3 non-profit org) will continue to serve as fiscal agent for the Many Flags project and provide technical support services through the EMDC Rockland Office. Currently, Alan Hinsey is the EMDC staff person assigned to provide this technical support for the Many Flags project.

7. “Friends of Many Flags” – Community Outreach Initiative

To facilitate the ongoing community outreach and input for the Many Flags model throughout the remainder of the project, the Many Flags Steering Committee (based on the recommendations of the Community Outreach Task Team) has established the framework for a volunteer group called the “Friends of Many Flags” (FoMF). The idea is to form an ongoing group of energetic, engaged, and knowledgeable volunteers who will take the May Flags message forward to the community and become the lead organization

regarding community outreach and input for Many Flags throughout the remaining life of the project. The overall purpose of the FoMF group is as follows:

- Ensure consistent message to community
- Increase awareness re the Many Flags project
- Clarify and distinguish Many Flags project from other educational issues
- Solicit support of business community, retirees, etc
- Support the public information process leading up to referendum
- Keep discussion focused on quality education & excellence
- Provide forums for discussion, debate, input
- Provide information/suggestions to the Many Flags Steering Committee
- Connect the communities through events and forums – people to people

FoMF will be organized around 3 primary sub-committees:

1. Community Outreach and Information Sub-Committee
2. Community Events and Integration Sub-Committee (fun events)
3. Excellence in Education – Speakers and Forums Sub-Committee.

During the summer of 2007, the three volunteer co-chairs will begin recruiting community members to assist with the FoMF effort. The co-chairs are:

- Aimee Sanfillipo - Thomaston
- Ann Matlack – St. George
- Lisa Berger - Rockland

8. Next Steps – The Many Flags Schedule Going Forward

The overall future of the Many Flags project is difficult to predict. Many factors will impact the next phase of this important project. Over the next several years the voters of the MSAD 5, MSAD 50 and MCST communities will vote on this concept; the State Board of Education and Legislature will consider a major new school funding requests needed for the Many Flags campus; faculty and staff at RDHS, GVHS and MCST will attempt to form a new curriculum and vision for the regional high school; and private donors, foundations and the Legislature will be solicited to raise the funds needed for the higher education and marine systems portion of the campus. All of these events will have a significant impact on the future course of the Many Flags project.

However, in the best case scenario for the Many Flags Project, the following basic timeline and next steps would occur:

- June 2007 – Kick Off Friends of Many Flags volunteer group effort
 - Community outreach
 - Community events
 - Speakers/Forums
- Summer 2007:

- Work Group made up of faculty and staff from RDHS, GVHS & MCST and the Great Maine School Project consultants work on a draft vision document for excellence in education (to be presented to all faculty members in fall when school resumes);
- Hire Many Flags Project Leader
- Conduct public survey
- Begin Fund raising feasibility analysis
- Oct 2007 – Community-wide Forum and Straw Vote
- Fall 2007:
 - MSAD 5, MSAD 50 and MCST prepare new school construction applications to be submitted to the State Board of Education.
 - Fall 2007 - begin fund raising for Higher Ed Center & Marine System Center
 - Start –up Marine Systems Center in interim location (using North Star Alliance grant)
 - Faculty and staff of GVHS, RDHS and MCST continue to work on high school vision, curriculum, educational principles, etc.
- Summer 2008 – State Board of Education announce funding decision for new school construction (we'll know if the consolidated high school and new MCST facility have made the list of projects to be funded)
- Nov 2008 – hold referendum vote on consolidated high school plan and funding and new Midcoast School of Technology plan and funding
- If approved by voters – begin site prep/and construction in Spring/Summer 2009
- Fall 2011 – targeted opening of the consolidated high school, MCST and Many Flags campus.